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ABSTRACT

This document, the final report of a project assessing the general status of English language training (ELT) in Central America, includes an overview of the process, general recommendations, and country-specific information and recommendations for training and policy development. The purpose was to assess the potential effects of the ELT situation on the Central American Peace Scholarship (CAPS) Program, a technical training exchange program with the United States. The major recommendations are for the improvement of in-country and U.S. preparatory training for CAPS program participants through the use of consultants in program development, immersion instruction, and independent study; and for the improvement of national ELT programs through improved materials, teacher training seminars and national ELT policy. Specific recommendations are also made for Guatemala, Honduras, El Salvador, Costa Rica, and Panama, and special reports containing recommendations for establishing a regional center for ELT are included for Belize and the Regional Office for Central American Programs. (MSE)

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ENGLISH LANGUAGE ASSESSMENT IN CENTRAL AMERICA

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December, 1985

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EXECUTIVE SUMMARY

In August 1985, at the request of the Office of Education, Science and Technology in the Bureau for Latin America and the Caribbean of the Agency for International Development, using specialists from the Center for Applied Linguistics (CAL), the Academy for Educational Development (AED) undertook a 90 day assessment of the status of English language training (ELT) in Central America as it might affect the eventual success of the Central American Peace Scholarship (CAPS) Program.

The CAL team of ELT professionals first interviewed AID, USIA and Peace Corps officials in Washington to ascertain each agency's involvement in ELT activities in the area, to relate those activities to the needs of the CAPS program and to attempt to fully understand the objectives and rationale of the program.

Three members of the team then visited six Central American countries to discuss plans with each of the Missions, to evaluate local ELT programs and potential service providers, and to investigate national attitudes, policies and programs related to English language training as it affects the general populace throughout the region.

Summary of Major Recommendations

Following are brief statements of the team's major recommendations. Each recommendation is supported by a rationale and detailed description in the text of the report. Additional, more specific recommendations are enumerated in the text of the reports on each country visited.

In order to meet the stated objectives of the CAPS Program, the team recommends:

- that all short-term CAPS participants, depending on the length of the proposed U.S. visit, receive 3 to 15 days of in-country preparation before departing for the U.S. Such preparation would include survival English language training and orientation to U.S. culture.

- that all long-term CAPS participants receive both in-country and U.S. preparatory training. The in-country program would consist of 6-9 months of English language training, development of academic study skills, cultural orientation, and orientation to American university life. Those participants needing upgrading of math or science skills would also receive remedial programs in those areas. Following in-country training, participants would spend two to three months at the English Language Institute of the U.S. institution they will be attending in order to become familiar with life in the U.S. and improve their English language and study skills before beginning formal university study.

- that professional consultants be offered to those in-country organizations attempting to set up programs for CAPS participant training to assist them with program design, curriculum development, materials selection and pre-and in-service teacher training; and subsequently to monitor the effectiveness of the programs.

- that all CAPS ELT and Cultural Orientation (CO) training programs be immersion type, requiring full time study and including structured out-of-class activities designed to encourage use of the language.

- that pre-program training be offered through self-study of a packet of materials appropriate to each candidate's proficiency level, and in conjunction with tutoring by Peace Corps Volunteers or other local resident Americans.

With respect to national ELT programs, the team recommends:

- that AID help national governments obtain inexpensive but good quality textbooks so that each student of English might have one.

- that AID offer to assist teacher training institutions to obtain well-qualified visiting professors to assist with the general upgrading of their training programs.

- that AID offer scholarships to teacher training program instructors and administrators so that they can attend U.S. university TESL programs in order to improve their spoken English and their English language teaching and program administration skills.

- that consultants in language policy and curriculum design be made available to Ministries of Education which express an interest in redesigning their national educational policy regarding the teaching of English.

- that AID, in collaboration with the Ministries, offer to sponsor vacation seminars for national teachers of English.

Should there be interest in establishing a regional center for English language training, recommendations for this can be found in the sections on Belize and ROCAP.

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ENGLISH LANGUAGE ASSESSMENT IN CENTRAL AMERICA

Introduction

The Academy for Educational Development (AED), using specialists from the Center for Applied Linguistics (CAL), carried out a commission for the Agency for International Development (AID) to conduct an assessment of English language training needs and opportunities in Central America, especially as these relate to the Central American Peace Scholarship (CAPS) Program. The goal of the assessment was to "produce information which each mission can use to determine how it will address language training for Peace Scholars, and in what ways it will seek to strengthen in-country English Language Training (ELT) Programs."

CAL appointed a team of three people to conduct the assessment: Conrad Spohnholz as Project Coordinator and Ann Wederspahn and Patricia Miller as Researchers; with Dr. JoAnn Crandall in Washington serving as advisor to the team.

Some comments on how the team perceives the CAPS Program and the Missions' responses to it are in order, as those perceptions are the basis for the team's needs analysis and recommendations regarding predeparture Cultural Orientation (CO), English as a Second Language (ESL) and remedial mathematics and science training.

The Caribbean Latin American Scholarship Program (CLASP) document specifies two types of training projects: long-term, defined as two- to four-year programs, and short-term, defined as three to four months of technical training. But the document goes on to encourage, and offers latitude for, innovative programming. In fact, the team found that Missions have plans for programs ranging from two weeks to four years in length, involving all levels from high school to post-graduate study.

The CAPS Program has a political as well as a developmental rationale, the former being to "bring about parity with the Communist training effort" in the region. For developmental reasons, priority is to be given to individuals who are "socially and politically disadvantaged" but show "leadership potential." A desired outcome of the program is: "Closer business and friendship ties between LAC countries and the U.S. because of relationships formed during training."

The team was especially cognizant of the advice from the CLASP document that, "Where adequate training facilities exist in-country, Missions are encouraged to use them." Emphasis is also to be given to in-country education and human resource development, institution building and private sector development.

Finally, the document states, "In-country or regional remedial courses and orientation courses may also be funded under the CLASP for Peace Scholars preparing for U.S. training programs. Development and use of regional centers for these purposes should also be explored by interested missions. For all purposes of the CLASP, in-country or regional English language, remedial education and related training activities required for preparing Peace Scholars for U.S. training are considered to be U.S. training."

The team was asked to be alert to opportunities for closer, interagency cooperation between USIA, the Peace Corps and AID. It was evident that officials in Washington were making a genuine effort to coordinate. In the field, while USIS and Mission coordination seemed good, it seemed to the team that although there was a general willingness to cooperate and a need for coordination was acknowledged, the Peace Corps and the AID Mission officials had not actively sought each other out to consider how each might complement the other. Everybody is busy and these agency offices are sometimes widely separated. Then, too, each agency is accustomed to managing its own sphere of operations and to interacting primarily on a policy level through the Country Team meetings.

Scope of Work - Summary (See Annex 1 for complete definition)

The principal objective of the Assessment was "to describe the general status of English language teaching in the countries of Central America as a first step in developing programs to strengthen in-country language instruction." The assessment was to include "a description of programs, kinds of materials and test instruments used, methodologies, teacher preparation/education, the focus of the language instruction, the numbers of students enrolled and general assessment of the program's quality."

The survey was to include:

- Public and private elementary and secondary schools and universities including the American schools
- Commercial Language Schools
- Binational Centers (BNCs)
- Technical Institutes
- Business or Industrial Training Programs
- Media Instruction (TV, radio, print)

Technical Approach

CAL's assessment team held preliminary meetings with USAID, USIA and Peace Corps officials in the U.S. to explain the project, to enlist cooperation, to elicit specific information pertaining to the objectives of the project, and to develop a sense of the extent of interagency coordination in the field. There was general agreement on the value of such a study and generous cooperation was offered. Although not much information on in-country ELT was to be found in Washington (one exception being a country overview on ELT conducted recently by an Agency English Training Officer for USIS Panama), the sharing of anecdotal information was very helpful in planning an approach to the field study.

In order to minimize the need for Mission support, the team coordinator preceded the researchers into the various missions, spending no less than two working days at each post (with the exception of El Salvador where strikebound airline schedules allowed for only a one-day visit). He met with mission training officers, senior USAID, USIA and Peace Corps staff, host country educa-

tional policymakers and officials, heads of teacher training institutions and directors of binational centers. In each case, he described the nature of the survey, explained the reasons for it and outlined possible outcomes that might result from the assessment's findings. Through these interviews, he identified sites to be visited and personnel to be interviewed by the team's researchers, who would arrive later. They then collected more detailed data and examined various institutions in depth.

The researchers spent about seven working days in each country (again excepting El Salvador, where the political situation did not allow for such a thorough and extensive examination.) They gathered information on the status of English within the school system of each country and investigated English teaching programs offered by educational, non-profit (i.e., Binational Centers and Extension Programs) and commercial organizations. They also identified in-country programs to train English language teachers. They met with AID training officers and with USIA, Peace Corps and host country officials and debriefed AID Mission officers prior to their departure.

With the limited time available to team members in each country, an exhaustive investigation was not possible, but a good representative sampling was achieved, yielding a valid sense of the opportunities for English language training, the quality of the programs and the potential for expansion and improvement.

Dates of Assessment

The 90-day period of work was from August 12 to November 11, 1985. The team was in the field from August 18 through October 8. (The dates for each country's visits are given in the individual country reports.)

Regional Overview

For a region as small as Central America, made up of countries with contiguous borders and, in the main, sharing a common language, there is remarkably little homogeneity — making generalizations difficult. As the nations differ, so also do the Missions' planned responses to the CAPS initiative. These differences are apparent in the individual country profiles.

However, one point upon which there is clear agreement is the need for English language competency for those participants who will be studying in an English-medium academic program. There is less unanimity regarding the need for basic ESL competency or for cultural orientation for recipients of shorter term technical study programs or exposure tours. "Orientation" programs currently given to CAPS participants relate only to administrative aspects of the study grants.

English language instruction in the schools is a weak area of the curriculum, even though all countries require foreign language study during all or part of the secondary level of education. English is often required, although in some countries French is an option, especially in the larger schools. However, the secondary curriculum usually offers no more than two to four 40-minute periods of language study per week and then not on all levels. Classes are almost always large, numbering as many as 50 students; the teachers frequently are not fluent in the language, nor are they well-trained in language teaching

methodology. Teaching materials, where available at all, are in scant supply and of questionable quality. Most CAPS participants will have had only school English. Only in rare instances will the candidates have had access to a BNC or private language school ESL program.

The Missions generally plan to channel the bulk of their scholarships to people who live and work outside of the principal urban area(s) of the country and who are seen to be socially and economically disadvantaged. This also suggests that the candidates will have attended public schools and will have very weak English language skills.

In all countries the team found facilities, usually in the capital cities, in which adequate ESL and orientation programs appropriate to the needs of the various CAPS participants could be set up, but no existing programs were totally adequate to meet CAPS needs, nor were there staff with sufficient expertise in program conceptualization, design, and management, or in curriculum development or teacher training, to set up appropriate CAPS programs. Where some expertise does exist, the individuals tend already to be over-extended and unable to mount a program of the scope appropriate to participants.

Special Cases

- The AID Mission in Belize felt that the Statement of Work as presented was not appropriate for them since English is the language of instruction in that country. However, they did request that the team assess the need for the establishment of an effective English as a Second Language program for students entering primary school, something that the Government of Belize sees as a need for the vast majority of their pupils, whose mother language is not English.

- The Regional Office for Central American Programs (ROCAP) in Guatemala has its own program for CAPS in relation to its regional training centers and so has English language training needs which transcend national boundaries.

These two cases are reported on separately and are not included in the above Regional Overview.

RECOMMENDATIONS

Introduction

The CAPS program is one of the largest training efforts undertaken by AID and is very complex, both in the types of participants to be served and in the diversity of programs to be offered. Short term candidates may include highland Indian health promoters for whom Spanish is a second language, journalists, educated entrepreneurs of small businesses, Panama Canal ship pilots or high school students. The long term academic study population ranges from candidates for advanced degrees in industrial technology to graduates of rural secondary schools who have never attended college in their own country.

One factor uniting this great variety of backgrounds and goals is that all participants will need some degree of English language facility in order to take full advantage of their visits, whether long or short, in the United States. The larger goals of the CAPS program demand that training be structured to encourage participants to gain a realistic, in-depth picture of American life and American values, institutions and democratic processes, giving them a positive view of the United States.

Face-to-face interaction with "real" Americans, as opposed to officials and programmed speakers, has been shown to be one of the simplest ways to promote positive feelings about the culture. However, to do so requires some minimal English. If CAPS participants learn basic survival English, they will be encouraged to talk with Americans directly, rather than relying on an interpreter, and will also be led to use their English and improve it. With basic Enlgish skills training combined with a sensitive orientation to American life, participants will be more likely to talk with Americans and to understand American behavior, and be less likely to interpret ambiguous situations in a negative way.

Suggestions for additional ways in which CAPS participants can be provided necessary skills follow. The team was asked to assess not only the resources for providing instruction to CAPS trainees but also the effectiveness of English instruction in the school systems of the countries. Recommendations of ways AID might facilitate improvements in English education country-wide conclude this section of the report. Within each separate country report, variations on and additions to the general recommendations are made on a country-specific basis.

Summary

This section explains the nature, amount and rationale of preparatory training necessary for short and long term CAPS participants, including English language training, cultural orientation, and academic preparation. Only general guidelines are given regarding the length of English preparatory training necessary to undertake a study program successfully, as too many variables exist to make an accurate prediction possible.

Preparatory training should be provided to all CAPS scholars so that their experience in the United States will be successful personally and educationally and so that the objectives of the program are met. While the nature and amount of preparatory training will vary, all long and short term scholars, whether participating in programs conducted in English or Spanish, should have some degree of English language training and cultural orientation before going to the

United States. Long term scholars should have further academic preparation to help them develop academic study skills.

Because the team believes that cultural orientation and some English training is important for all participants, we have developed a general set of training recommendations to encompass all types of trainee backgrounds, programs and goals. The recommended types of training hold for all Missions, although the manner in which they might be implemented differs from country to country. Charts summarizing the plan are included at the end of this section. A rationale for both the long and short-term components follows, including the reasoning behind the decision to recommend a combination of in-country and U.S. preparatory training.

Rationale for Recommended Short Term Training Design

It is important that an introduction to basic English survival skills be provided even to those participants attending very short programs conducted in Spanish or using interpreters. Returned participants in Costa Rica mentioned several times in interviews with the team that some members of their group managed to get much more from the program than others; that some were able to take advantage of the trip to learn not only the particular skills or information taught in the academic program, but to gain a deeper knowledge of the U.S. and its people. These members were the ones with some English language proficiency, no matter how limited. Their English skills and basic knowledge of Americans encouraged them to talk with Americans and to find out more about American life.

Given the underlying goals of the CAPS program, it is desirable to identify those factors which encourage participants to interpret what they see in a positive way. In order for this to happen, two "filters" which stand between the participant and what is observed must be removed. The first is the interpreter. While essential in the academic program and useful at other times, interpretation keeps the visitor from that direct interaction with another person which affects the feelings as well as the mind. Even mastery of such basic language as greetings will allow some face-to-face communication to take place. Questions such as, "Excuse me, where is the _____?" allow feelings of independence and success at getting needs met.

The second "filter" which gets in the way of visitors' clear understanding and positive reaction to what is seen is their "cultural baggage," those assumptions about the meaning of what they see which are based on the values and beliefs of their own culture. This is especially strong in those groups which have had little contact with other cultures either within or outside of their own country.

When returned AID program participants were asked which participants they thought got more out of the program, they described people who were out-going, confident and willing to interact and go out on their own as opposed to remaining in their room during free time and conversing mainly with others in the group. This positive trait was related to English ability and to self-confidence, motivation, and a willingness to "look with open eyes."

One private organization which conducts very short (3- to 5-day) language and cultural orientation for business people going overseas asked participants to comment on their training six months after arrival in-country. The most fre-

quent references to language training concerned its potency in building people's confidence in their ability to interact with host nationals. Secondly, participants said that language training convinced them that they were capable of learning to speak the language, frequently after many unsuccessful hours of public school instruction which had convinced them otherwise. Given the fact that the great majority of CAPS participants will have had several years of very unproductive public secondary school English classes to "innoculate" them against the language, even a day or two of successful language learning which can lead to opportunities to interact with Americans is most desirable.

The training should be highly intensive, carefully designed, and taught by fluent instructors well-trained in communicative methodology. No grammatical analysis should take place; rather, classroom activities should integrate the language and cultural elements through role plays, dialogues and discussions.

Where there is a substantial American community, the team recommends that Survival English/Cultural Orientation training be held in combination with a brief in-country American family homestay.

Rationale for Recommended Long Term Training Design

Concerning English training for long term participants, it would be possible, after a brief survival English and Cultural Orientation preparation in-country, to send all long-term participants to the United States for their English preparatory training. It is definitely advantageous to study a language in a country where that language is spoken. In the United States, participants have opportunities for "immersion" contact with English as it is being used for communication purposes in authentic cultural settings and they have many occasions for language exposure outside of class.

However, there are several advantages to undertaking English language preparatory training in-country before going to the United States. One obviously salient advantage to USAID is that English language training in-country is significantly less expensive than stateside training. One year at an English language institute in the U.S., including room and board, can cost from $15,000 - $20,000. In most instances, comparable training, once acceptable programs are established, could be accomplished in-country for no more than one-third the cost.

Secondly, in-country English language training presents an opportunity to address both the developmental and political goals of the CAPS program. Since the English language is an important tool for technology transfer, improving English language training provides greater opportunities for this technological development. Upgrading the English language programs of various institutions also contributes to development within the educational sector. Training teachers in the English language will foster the political goals of promoting American culture, ideas and institutions. Learning English provides both students and teachers greater access to and understanding of English-speaking cultures.

It is important to note that locating an English language program in the United States does not necessarily assure its effectiveness, nor does it mean that the program can meet the unique needs of the CAPS scholars. The creation of in-country programs, however, which are specifically designed to integrate

English instruction, academic preparation and cultural orientation, would meet the needs of inexperienced students and would facilitate successful completion of the candidates' future U.S. university study, while contributing to a positive view of American life and values.

Consequently, in order to capitalize on the respective advantages of in-country and U.S. English language training, it is recommended that long term participants have portions of their English training both in their own country and in the United States. Future university students with disadvantaged educational backgrounds and no English proficiency will need at least one year of English language training to adequately prepare them to function at a U.S. university. People vary so greatly in their learning times that the preparation time for some could be even longer.

It is recommended that approximately six to nine months of English language training, or sufficient time to achieve a score of 450 on the TOEFL, be conducted in-country. At this point, it would be advantageous for participants to complete their English language training in the United States. Up to three months of U.S. training may be required in order for trainees to attain the TOEFL score required by the school they will attend. Going to the U.S. with an intermediate English proficiency level, rather than with little or no English proficiency, provides the base necessary for students to take full advantage of the English language environment. By completing their preparation in the U.S., students have a chance to become familiar with and to begin to adapt to American life before actually beginning their university study.

In-country English language training of long-term participants should consist of: (1) English; (2) Cultural Orientation; (3) academic preparation; and (4) remediation in the areas of math and science as necessary. All should be taught in English, forming an integrated curriculum with the only discrete component being the remediation, since that would not be equally applicable to all participants.

The rationale for English language training and cultural orientation has already been discussed. In addition to these basic criteria, the participants will need special preparation for adjustment to university life, both academic and cultural. They will need to be prepared to study under the vigorous, analytical demands of a U.S. university. Study skills such as personal discipline, organization of time, critical thinking and reading skills, note-taking skills, and written organizational skills are indispensible to the success of the university student.

In addition to the special academic preparation, participants also need guidance in what constitutes appropriate behavior on a U.S. university campus. Knowledge of such cultural information as the professor-student relationship, the appropriate way to ask questions, and in-class and out-of-class behavioral expectations, would facilitate successful interaction of participants with Americans and diminish the incidence of unfortunate mistakes.

Further Recommendations for CAPS Training

The team's basic recommendations for the type of preparatory training which should be offered short and long term CAPS participants have been described above. Further suggestions are offered below.

1. Certain candidates, primarily long termers in individual (rather than group) programs and those working far from the capital city, would benefit from an opportunity to begin English studies as soon as they are selected. Motivation is high at that point and in some cases several months may pass between the time they are selected and the beginning date of their formal preparatory training.

   This "pre-program" training might take two forms: tutoring and/or self-study. The former might be arranged with a local resident American (Peace Corps volunteer, missionary or retiree) or a capable local secondary school English teacher. The candidate might meet with the tutor a few hours a week and also study alone.

   In either of these cases, AID could supply a carefully prepared packet of materials appropriate to the candidate's proficiency level, with a well-written guide explaining its use. Audio-tapes, workbooks, texts and visuals would be included. A motivated candidate with or without a tutor could make enough progress to allow entrance into formal English training programs at a higher level. Commercial materials already exist, so their selection and the preparation of a guide for the tutor could be accomplished quickly and inexpensively.

2. Where the Peace Corps is present (Guatemala, Honduras and Costa Rica), PCV's could be encouraged to provide informal language instruction and cultural orientation to individuals or groups in their region. Where volunteers are already actually nominating candidates, they may be especially interested in doing this. Training programs should be provided to the volunteers if this option is implemented.

3. When relatively strong English skills are needed by a group large enough to make it cost effective, consideration should be given to providing an immersion program of up to six hours of class per day combined with structured language acquisition activities and a living environment in which little or no native language is heard or used. This can be achieved either by housing participants with American families (feasible in Costa Rica and Panama) and transporting them to a study center, or by using dormitory-type facilities in an isolated location. Opportunity for interaction with native English speakers is crucial in this type of program, and experimentation has shown the design to be particularly effective in raising oral skills.

4. Where several institutions are available and capable of designing and implementing preparatory training for CAPS (as in Costa Rica and Panama), the Missions may wish to award a contract for smaller training programs to each and then carefully monitor student achievement. The institution best able to provide quality instruction could then be given additional contracts as the need arises.

5. Once CAPS English preparatory training programs are well underway in several countries, a team should gather basic information about each to share with the others. This should include documentation of successful innovative approaches or ideas in program design, staff development, curriculum and instructional methodology. Decentralized training, linked informally so that successes can be shared and problems not duplicated, is

preferable to the establishment of one regional language training center. Periodic workshops, assistance with materials selection and curriculum design, and a variety of technical assistance services would need to be provided.

6. Should there be interest in establishing a regional ELT Center for CAPS and other participant trainees, two possibilities are suggested, one in Belize and one at Zamorano in Honduras. Full discussion of these possibilities is carried in the sections corresponding to Belize and to ROCAP.

Region-Wide English Instruction

The statement of work for this project includes "preparation of a final report with ... a series of general, regional conclusions and recommendations for developing local and regional approaches to English language training which maximize the resources of each country." Realizing that the Missions' more urgent concern was the more immediate one of determining specifically how to best prepare their CAPS candidates, the team concentrated attention in that area. Nevertheless, a brief evaluation of English teaching in the public school system was undertaken and information on those findings is included in each country report.

Several generalizations can be made about Central American English language public and private school instruction regarding goals, methods, books, and teaching resources.

Goals:

Instruction in any field must be directed toward the accomplishment of certain objectives and, to be effective, those objectives should be known and relevant to the learners. No Central American school system has stated objectives for their English instruction beyond a national syllabus or guide which often consists of only a list of grammatical structures to be taught at each grade level. Teachers, when pressed to explain why they were teaching certain content, were consistently unable to relate it to any greater objective than "getting through the book." In most of the public school programs, official policy is to teach all four skills (listening, speaking, reading, and writing) and yet in actuality, oral skills play little or no role in classroom instruction, sometimes because of the teacher's own insecurity in the use of oral English. A clearly articulated policy is needed, stating what is to be taught, toward what end, and how a framework for English language instruction in the schools can be established.

Methods:

Public school instruction makes use exclusively of an analytical grammar-translation method in which pupils are introduced to a grammatical pattern, given written examples, and then asked to apply the rule in written exercises. They are tested on it through objective pencil-paper examinations. Even when the teacher's own oral English proficiency is good, as is frequently the case in Panama and Costa Rica and sometimes true in the other countries, very little or no English is heard in the classroom. The large classes in most public schools (from 35 in Costa Rica to sometimes over 70 in Guatemala) make oral work of any kind difficult. Nevertheless, group and pair work techniques exist which could

greatly enhance classroom instruction if oral communication is an objective. Very few teachers have received any training in modern communicative teaching methodology, (including those certified teachers having completed university programs) and so seem unaware that more effective methods exist.

Books:

The lack of English textbooks is a major problem in most countries. High import taxes, inefficient delivery systems and sporadic availability of texts mean that most students, especially those outside of the capital cities, never have a text. The fact that schools tend to change titles each time a more convincing publishing company salesman appears means that those books purchased by students who can afford them cannot be passed on from year to year. Textbook series are often chosen on the basis of sketchy criteria, and in at least two countries individual teachers were free to select their own texts, with the result that children could begin book one in a new series each year rather than progressing to more challenging material.

Teaching Resources:

Language instruction, perhaps more than any core area other than science, demands the use of visual referents to be effective. To establish meaning and the relationships between language and meaning requires a wide range of aids. Charts, posters, pictures, and real objects brought into the classroom are essential, and films, audio recordings and other more technologically advanced aids are desirable as well. Many Central American English teachers expressed a willingness to purchase or make simple aids, or indeed already had, but found them impossible to use because they moved from classroom to classroom or even from school to school each day.

Recommendations:

If improved English language instruction is seen as a priority, the following measures might be explored by AID and/or USIA.

1. Advisory services might be made available to Ministries of Education willing to re-think national educational policy regarding the teaching of English. Goals, methods, intensity, grade levels and curriculum should be addressed.

2. English language teacher preparation programs at universities could be upgraded by:

   - providing scholarships for U.S. graduate level TEFL training for current department directors and/or core faculty (see Annex 2 for a list of institutions providing such training),
   - sending U.S. scholars as visiting professors to the universities,
   - providing up-to-date ELT reference manuals,
   - bringing in visting consultants for lecture series in defined areas such as second language acquisition theory, development of listening comprehension skills, classroom assessment techniques, etc.

- providing a syllabus and materials for an ELT methods course, and support for expert instruction.

3. In-service upgrading of current teachers can be provided through sponsorship of vacation seminars (in addition to those USIS sponsors annually in several countries) and more extensive courses at bi-national centers or universities. Ministry of Education approval should be obtained so that credit can be granted. AID might offer per diem grants to teachers from the provinces to encourage their attendance.

4. Local TESOL affiliates can be encouraged. The international organization of Teachers of English to Speakers of Other Languages sponsors many publications and conferences which would benefit teachers.

5. Groups of current secondary school English teachers could be brought to the U.S. as CAPS short-termers for specially designed courses in modern methods and materials. On return, they would be responsible for conducting a one-day "echo session" for all other English teachers in their school or town.

6. English reference libraries could be placed in regional centers for use by teachers. They would include practical technique-oriented materials, games, and visuals in addition to more substantial references such as grammars.

7. Class sets of English texts could be made available to selected schools. Students would use, not own, the books. Governments might also be encouraged, when possible, to lower import taxes on textbooks.

8. Basic posters and sets of visuals could be given or sold at cost to English teachers.

9. Simple cupboards with locks could be made available to selected schools, providing ambulatory teachers a location to store visual aids rather than requiring them to carry them from place to place on public transportation.

Following are recommendations which address the broader question of how to increase English proficiency in the region rather than specific school system problems:

1. Satellite television from the U.S. is having a significant effect on English comprehension levels where it is available. (Some may question whether its cultural influence is positive.) Increasing its availability may raise English comprehension levels.

2. The Ministry of Education in El Salvador provides English classes by local television as part of a non-formal education system. A similar program might be feasible in other countries.

3. Radio and other small media, such as cassette tape recorders/players have been proven an effective medium of English language instruction in several developing countries. Their use might be explored.

4. Peace Corps volunteers might temporarily replace teachers or university professors selected for U.S. training in TESL when no local replacement is available.

5. Peace Corps might be encouraged to investigate the possibility of recruiting MA certified TESL specialists to work through regional centers with Ministry of Education counterparts, offering formal seminars and informal school visits and teacher counseling regarding methodology.

ELT Program Assessment Criteria

Language learning theories and methods have changed dramatically over the past thirty years. In the recent past, language classes emphasized direct teaching of grammar or, more recently, repetitive drill and practice by memorization of dialogues. Today, the focus of adult language teaching is on more communicative techniques and the ability to effectively use the language in both written and oral expression.

According to recent theory, adults learn a second language in much the same manner that they learned their first language; through a natural process of acquisition. Second language acquisition occurs in an environment that closely resembles the way a child learns a first language; through sufficient exposure to the language in a meaningful and comprehensible situation so that language can be understood and acquired. Since adults have also developed cognitive skills they did not have when they acquired their first language, these skills become an additional asset in second language acquisition.

The role of the language classroom, then, is to provide opportunities for students to engage in meaningful activities which encourage language acquisition in a highly structured program aimed at the accomplishment of specific, well-defined objectives. Second language acquisition occurs if language teachers create a supportive environment in which language is used in meaningful interaction and exchanges, not in mere rote drill and practice nor in grammar translation exercises. The assumption is that acquisition occurs when language is used for meaningful communication about topics which are interesting and relevant to the students.

The team originally planned to evaluate English language programs according to how well the program philosophy was articulated and reflected in the methodology used, appropriateness of course content and instructional goals, and other criteria reflecting program quality and professionalism.

However, after reviewing several programs, it became evident that more basic guidelines had to be developed to reflect the programs in place in the region. Almost none of the programs, for example, had an articulated curriculum or program design. The textbook, where provided, supplied the only curriculum outline.

Consequently, the following criteria served as the basis for the assessment of English language programs. A chart which gives a comparative assessment of English language training programs according to these criteria is included in each country report.

ADMINISTRATION	The program is managed effectively by someone who works well with people.

ELT QUALIFIED DIRECTOR	The program director has training in ELT (for example, courses in English language teaching, applied linguistics, language testing, etc.) or there is someone on the staff with training and experience in the field.
FACILITIES	There are a sufficient number of adequate classrooms to allow for flexibility and provision of group meetings. Appropriate equipment such as blackboards, cassette recorders, etc., is available and there are resource centers for teachers and students.
TEACHER PROFESSIONALISM	
PREPARATION	Teachers have adequate ELT preparation and an opportunity to continue professional growth through in-service training.
PERFORMANCE	Teachers demonstrate appropriate performance through attendance, motivation and dress.
ENGLISH PROFICIENCY OF TEACHERS	Teachers have an adequate command of English to teach and model the language.
EFFECTIVENESS OF INSTRUCTION	Students learn in the classroom through talk, participation and interaction. The class is frequently student-centered, characterized by group and pair work. Language is used for communication.

SHORT-TERM PARTICIPANTS
RECOMMENDED LANGUAGE AND ORIENTATION PROGRAMS

Type of USAID Short Term Participants	Type of EFL/CO Pre-departure Preparation Recommended	EFL/CO Skills Developed	Purposes of EFL/CO Training
(Assuming all U.S. Training will be provided in Spanish or with interpretation.) A. 3 to 4-week U.S. training program B. 2 to 3 month U.S. training program C. 4 to 6 month U.S. training program	A. 3 to 4 days of survival EFL B. 5 to 10 days of survival EFL and CO program C. 10 to 15 day of survival EFL and CO program	(Applying to all programs.) Goal: To provide basic cultural information and limited English skills. Survival English includes: - seeking help - asking directions - identifying oneself - buying foods, clothes,etc. - other (longer programs will add other competencies.) Cultural information includes American values and behavior regarding: - time - male/female relations - hygiene - friendship - other (longer programs will add other categories.)	(Applying to all programs.) An integrated Survival English and Cultural Orientation Program: - fosters self-confidence - facilitates the development of positive attitudes towards language training and future English - aids cultural comprehension and evokes positive attitudes towards the new culture - enables initial limited interaction in English

EFL - English as a Foreign Language
CO - Cultural Orientation

LONG TERM PARTICIPANTS
RECOMMENDED LANGUAGE AND ORIENTATION PROGRAMS

I. IN-COUNTRY

Types of USAID Long Term Participants	Type of EFL/CO In-Country Academic Training Recommended	Purposes of ELT Program
A. Those with adequate math and science preparation.	A program for English language training, academic study skills, cultural orientation and orientation to American university life. Entrance level determines length of time in English training program	* To enable students to achieve a 450 on the TOEFL exam * To enable students to be prepared for U.S. university life
1. Very limited English proficiency.	1. Approximately 9 months	
2. Some English proficiency.	2. Approximately 6 months	
B. Those with a need for upgrading in math or science. Very limited English proficiency assumed.	Same 9-month program as A.1 plus remedial math, science, etc. These skills should be developed in an ESL context.	* To raise students to a math and science level which will make them competitive with American students at the same academic level.

EFL - English as a Foreign Language
CO - Cultural Orientation
EL† - English Language Training

LONG TERM PARTICIPANTS
RECOMMENDED LANGUAGE AND ORIENTATION PROGRAMS

II. U.S. TRAINING — 2-3 Months U.S. EFL Training

Types of USAID Long Term Participants	Type of EFL/CO In-Country Academic Training Recommended	Purposes of ELT Program
All participants	Two to three months of EFL and academic preparation at the ELI of the U.S. university to be attended.	To familiarize participants with American life and improve their English language and study skills before they begin formal university study.

EFL - English as a Foreign Language
CO - Cultural Orientation
ELT - English Language Training
ELI - English Language Institute

GUATEMALA

GUATEMALA

Background

The assessment team spent August 19 through 28 in Guatemala, the first stop in the six country survey of English language resources in Central America. The members spent three days together in Guatemala before the coordinator continued on to El Salvador, providing an opportunity for the team to test the data gathering instruments and interview protocols and a chance to sharpen the focus of the assessment procedures to be used in the remaining countries. Calls were made at AID to clarify the project and receive further information on the Guatemalan CAPS proposal, followed by visits to USIS and the Peace Corps. English teacher training programs at the two universities were investigated, the binational center received considerable attention, and five private bilingual secondary schools were observed along with two public schools. Adult English language classes were observed at one commercial language school and in a university extension program, as well as at the binational center.

Introduction

Guatemala, with a 1981 estimated population of 7.7 million and an annual growth rate of 3.1%, has sixty percent of its population in the rural areas. More than half the population are Mayan Indians living primarily in the central highlands. The Indian groups have a literacy rate of less than 30%, compared to a 62% literacy rate for the country as a whole.

Role and Status of English

Besides the Mayans, speaking 23 different indigenous languages, a pocket of English Creole speakers exists on the Carribean coast, made up of Blacks related culturally to the people of Belize a few miles to the north. English use is growing among commercial and banking interests in the capital city, and the language is commonly seen as a means for professional advancement. University texts for many fields of study are available only in English. Interest in learning English is high, as evidenced by the waiting lists for enrollment of children in bilingual schools and in the numbers attending adult English classes in the capital. Probably the strongest English language influence in the capital city area, however, is the availability of three pirated satellite television channels. Dish antennae can be found in even the poorer areas of the city, and street children commonly spout phrases from popular TV shows.

Educational Overview

With only 1.7% of the country's GDP devoted to education (the lowest in Central America), Guatemala has less than half of its highland Indian children aged 7-14 attending school, and only a quarter of the total population has completed three years or more of formal education. Adult literacy, placed by the government at 48%, is the lowest in the region and about half that of Costa Rica.

The Guatemalan educational system consists of six years of compulsory primary school followed by a three-year general secondary school program and two years of diversificado, or specialized secondary education. Efforts have been made to adjust the primary school curriculum to meet the particular needs of the rural poor, including an extensive bilingual education project which receives considerable AID support. Children speaking the major Mayan languages in

selected communities are thus able to begin their education in the mother tongue while learning Spanish, the national language necessary for social and economic advancement. Nation-wide, only about 16% of the eligible population is enrolled in secondary schooling, including Basic Education (grades 7-9) and the academic and technical tracks of Diversified Education (grades 10-11).

English in the School System

English is required by the Ministry of Education in grades 7-9, one 40-to-45 minute period per day, five days a week. In the diversified cycle of secondary education, grades 10-11, the English requirement differs by track. Although English at the present time is not seen as a priority subject area by the Ministry, it is considered to be important economically and socially by teachers and students in both private and public schools as a key to personal advancement and essential preparation for university study.

To this end, many schools (both public and private) bill themselves as "bilingual". However, the degree to which a school actually offers a bilingual program seems to correlate with the amount of tuition charged. There are excellent private bilingual schools in Guatemala City, the graduates of which are well prepared to enter U.S. universities. The Colegio Maya offers an all-English program, the Colegio Americano and the Colegio Valle Verde offer both American and Guatemalan secondary degree programs, and Colegio Evelyn Rogers and Colegio Metropolitano offer highly regarded bilingual programs in which extensive coursework is conducted in English. All the above schools teach American literature, English composition, and social studies using American texts and materials.

The quality of instruction at the best private bilingual schools certainly exceeds that found in the public schools, but even in the private schools most teachers are untrained and of those who are certified, many are teaching outside their area of specialization. It is also becoming increasingly difficult for schools to purchase texts due to high import taxes and the fact that the government of Guatamala has allotted an inadequate $4.5 million for the importation of books nationally. The average annual tuition cost of Q1200 ($400) makes a bilingual school education prohibitively expensive in a country where the average yearly income is only $1,185.

The English offered in the public schools is minimal. Eleventh grade graduates could be expected to understand little beyond "What is your name?", to read only a few isolated English words and to speak no English at all, in spite of having received over 500 hours of English instruction during their secondary schooling. For the most part, teachers have no formal preparation, classes average 40-to-50 students, and few or totally inadequate textbooks and no visual aids or supporting materials are provided. The methodology employed is completely teacher centered, often consisting of the teacher's writing word lists or verb conjugations on the board for students to memorize. Oral work in English is minimal and usually limited to choral repetition; examinations are for the most part written fill-in-the-blank tests of grammatical knowledge.

Although the Ministry of Education has strict requirements that all public secondary school teachers must be certified, only a very small percentage of

persons teaching English in the government's basico program are actually certified in the area of English instruction. Teachers of mathematics, literature or music with only the most rudimentary knowledge of English are routinely assigned language classes, especially outside of the capital city. One reason for this is that only two institutions are currently training English teachers for certification for public school teaching.

English Language Teacher Training Programs

Two types of English teaching certificates are available for Guatemalan teachers, a four-year university program and a short term certificate program through the Binational Center.

San Carlos University and the Universidad del Valle's Profesorado de Nivel Medio de Educacion, Especializacion en Ingles are the four-year programs which certify public school teachers. Their curricula are very similar in terms of content. A heavy emphasis is placed on philosophy and literature, and less than half the coursework deals directly with either upgrading the prospective teacher's own English skills or providing explicit instruction in language teaching. Approximately half of the courses at each school are taught in English, the remainder in Spanish.

The Del Valle program currently enrolls 137 in its four year program, with all classes meeting only during a five hour period on Saturdays. Thirty courses, an internship and a comprehensive examination lead to certification. Started in 1980 with USIS encouragement, the program serves degree candidates who have a lower level of English than those in the San Carlos program. The first class of ten graduated in 1984 and continues to meet informally to share professional interests.

The San Carlos program, headed by a woman who received her master's degree in TEFL with USIS assistance, currently enrolls 175 students in its seven semester program consisting of nightly classes from 5:30 to 8:30 p.m., a comprehensive examination and an internship. A stringent entrance exam which weeds out 75% of the applicants ensures a high English level. Unfortunately, as many as half of the program participants are enrolled not to become secondary school English teachers but to improve their own English skills for personal or business reasons through the coursework. The program has a relatively strong U.S. bias, with required courses in American history and culture and U.S. philosophy and artistic thought. Professors in the program include native speakers of French and German with academic backgrounds in English, and others who are graduates of the profesorado program. Approximately 15 students a year graduate from the San Carlos program.

Many of the more effective English teachers in both public and private capital city schools have completed a pre-service teacher training program at the Binational Center, (BNC) where they have been exposed to current research in second language acquisition and communicative methods of instruction. Such teacher training programs have existed at the Instituto Guatemalteco Americano for many years, in various formats. The current Teacher Training Course, held annually during school vacation in order to accommodate teachers already in service, consists of approximately 120 hours of instruction divided into theoretical and applied phases. Team-taught by a combination of U.S. visiting

specialists and local BNC staff, and requiring a high level of English for acceptance into the program, the course prepares teachers for many schools other than the binational center.

A USIS-sponsored seminar for national teachers of English is also held annually under BNC sponsorship and offers the only source of in-service training for most public and private school English teachers. The 1984 seminar reached 180 teachers with a three day conference-type of program in which participants were free to select sessions of interest. A special attempt is being made to encourage and upgrade the English proficiency of rural English teachers through one day seminars at the BNC twice a year, although Ministry of Education cooperation has been less than optimal.

CAPS Plans and Priorities

The March 1985 description of USAID/Guatemala plans for the Central American Peace Scholars project was made available to the assessment team and was discussed with AID personnel. It outlines a five-year operational framework and provides a detailed Action Plan for FY 1985. The Guatemala CAPS project responds directly to USAID and the Government of Guatemala's development priorities without losing sight of the program's ideologic purposes. Its particular focus is on upgrading skills and opportunities among Guatemala's indigenous, female, and economically and socially disadvantaged groups.

> "Since more than 50% of Guatemala's population is composed of indigenous persons for whom even Spanish is a second, and frequently remote language, we will be looking for ways to resolve this constraint to the Mission's minority-targeted efforts, including intensive in-country English language courses offered through several different organizations for both short and long-term candidates and pre-academic language courses offered by participating U.S. institutions for long-term participants."

The Guatemala plan is unique in that it establishes five separate technical committees, each made up of representatives of the Guatemalan Mission, the public and private sector, institutions and individuals, charged with recruitment and nomination of CAPS candidates. A master contractor will be employed to process, place and support candidates and follow them up on return, while the mission retains the final selection prerogative and overall coordination responsibilities. It is expected that the master contractor may also need to establish an in-country program to provide English and remedial skills training for candidates headed toward long-term academic study in the U.S.

Four groups are targeted for participation in the USAID/Guatemala CAPS program, while a special committee will consider outstanding applicants who do not obviously fall into one of the four defined groups. The targeted groups and the areas in which they may receive training follow.

1. Indian leaders

Basic and intermediate levels of administration and management skills in:

- village government
- education
- health and government
- nutrition
- agriculture
- cooperative marketing and production

2. Public sector employees

- finance
- economics
- policy formulation
- negotiation
- rural development
- technology transfer
- planning
- institutional development

3. Private sector individuals (holding ownership, administrative or technical positions in small to medium size enterprises or individuals working toward career private sector services roles.)

- business administration
- economic development
- non-traditional experts
- financial management

4. Academic leaders

- management and administration
- rural development
- health and nutrition
- human resources
- energy
- population
- economics and finance
- environment
- service and technology
- planning and institutional development

In all four areas, short term technical training of a few weeks to six months will be offered as well as long term undergraduate or graduate education for selected individuals, although the ratio of short to long-term trainees will differ significantly from group to group. The emphasis in this fiscal year has been on sending groups for short term training immediately, while identifying suitable candidates for longer term academic study on the graduate or undergraduate levels.

The many FY 85 groups sent to the U.S. for short term training did not have basic survival training in English prior to departure. Since their coursework was in Spanish or interpreted and they had a bilingual guide present at all times, such training was not considered essential. However, returned participants expressed the desirability of such training, so the team recommends that at least minimal "survival English" preparation be part of every training program, in compliance with the Mission's plan, as stated above, to provide such training.

<u>English Language Program Summaries</u>

The following short summaries provide basic comparative information on each of the adult language learning options in Guatemala. A chart at the end of the section evaluates each institution in terms of their administrative expertise,

the adequacy of their facilities, the professionalism of their teaching staff, the effectiveness of instruction and the team's assessment of the staff's capability to design and implement a program specific to the needs of the CAPS program.

I. BINATIONAL CENTER

INSTITUTO GUATEMALTECO AMERICANO DE CULTURA (IGA)
Route 1, 4-05 Zona 4
Ms. Omi Kerr, Director
Ms. Candy de Rodas, Acting Director of Courses
1,000 adults enrolled
35 teachers
15 students per class (average), 6 in intensive
Program orientation: Communication
Texts: World English, Streamline: Oxford
8 week bimester - 38 hours - Q50 - ($.47/hour)
8 week bimester - 72 hours - Q100 - ($.47/hour)
8 week bimester - 150 hours - Q600 - ($1.12/hour)

Excellent reputation; daily courses of 1, 2, or 4 hours; well stocked library; resource center for teachers; language library.

II. EXTENSION PROGRAM

CENTRO DE APRENDIZAJE DE LENGUAS DE LA UNIVERSIDAD DE SAN CARLOS (CALUSAC)
University of San Carlos, Guatemala City
Sra. Ingrid Gamboa, Directora
1,600 enrolled in English
17 teachers of English
30 students per class average
Program orientation: Grammar
Text: Audiovisual English: Canadian Government Publication
4 1/2 month semester - 90 hours - Q60 yearly - ($.10/hour)
4 1/2 month semester - 72 hours - Q60 yearly - ($.12/hour)

A public semi-autonomous extension program of the University. Five languages offered, very low fees, emphasis on gramatical analysis with some oral drill. Guatemalan instructors.

III. COMMERCIAL LANGUAGE SCHOOL

CENTRO DE INSTRUCCION AUDIO VISUAL (CIAV)
3a Ave 13-81 Zona 1, Guatemala City
Sr. Anibal Guerra, Educational Director
Sr. Raul Morales, Administrative Director
900 enrolled
18 students per class average
Program orientation: Grammar
Text: New Horizons in English: Addison Wesley
7 weeks - 36 hour/day - Q50 - ($.40/hour)
3 1/2 weeks - 36 hours/day - Q60 - ($.48/hour)
9 weeks (Saturdays) - 36 hours/week - Q50 - ($.40/hour)

A commercial English school begun in 1979 by 4 teachers from the binational center; highly structured audiolingual approach with filmstrips and audiotapes; almost all Guatemalan teachers.

Some adults choose to improve their English skills by registering in one of the two programs designed to prepare and certify English teachers at San Carlos University or the Universidad del Valle. Since approximately half of the coursework in these 3-year programs is in English, either in evening or Saturday classes, and the cost is minimal, this is an attractive option for qualified students. A total of 312 students are registered in the two programs described below.

IV. UNIVERSITY PROGRAMS

UNIVERSIDAD DE SAN CARLOS, PROFESORADO EN INGLES PROGRAM
University of San Carlos, Guatemala City
Sra. Enriqueta de Rodas, Directora Seccion de Idiomeas Facultad de Humanidades 175 enrolled
8 teachers
30 students per class average
Program orientation: Grammar
Various texts (primarily xerox copies)
4 1/2 month semester - 270 hours - Q60 yearly - ($.09/hour)

About half the course work is in English, including pedagogy, literature, linguistics and methodology courses; teachers are Guatemalan, German, French and American; student English proficiency level is high.

UNIVERSIDAD DEL VALLE, PROFESORADO EN INGLES PROGRAM
11 Calle 0-00 Zona 15 VH III
Prof. Gloria Aguilar, Dean, College of Education
137 enrolled
5 Teachers
35 students per class average
Program orientation: Grammar
Various texts
18 week semesters, Saturdays only - 90 hours - cost unknown

Draws a lower English proficiency student population than the San Carlos program.

Adequacy of English Language Teaching Resources to Meet CAPS Needs

There are only two institutions potentially available to design and implement a language training program for Guatemalan CAPS participants: the Instituto Guatemalteco Americano (IGA) and the Centro de Instruccion Audio Visual (CIAV). Of the two, only the binational center has the current TEFL expertise to possibly design either an intensive "survival skills" program for short-term trainees or an English for Academic Purposes program for long term trainees. The current BNC director, Ms. Omi Kerr, has submitted a proposal to AID to provide these services. The recommendations section of this report con-

tains detailed suggestions regarding the type of English programs likely to be most useful for CAPS participants. The assessment team recommends that the BNC be contracted for the design and implementation of such a program if they are able and willing to follow the program parameters as described.

Interagency Coordination

The U.S. Peace Corps, active in Guatemalan development efforts since the early 60's, has withdrawn Volunteers from the western highlands for safety reasons. With the hoped-for return to civilian rule in 1986, Peace Corps expects to resume efforts in that area. Because Volunteers are located in rural areas where they work closely with Guatemalan counterparts in the very development sectors which AID is emphasizing (argriculture, health and nutrition, and the cooperative movement), they could provide a valuable role in identifying potential candidates for both short term and degree programs. This might take place either by having formal Peace Corps representation on the appropriate technical committees or by providing an established channel through which individual Volunteers could nominate candidates.

A second area in which Volunteers might be of use is in providing English language tutoring to participants chosen for CAPS training, especially those who will be receiving long-term academic training. In the Guatemalan CAPS program, such individuals are sometimes selected several months before their departure date and could begin English study while still working at their present job, when motivation is high. Since rural residents are being targeted, it is possible that a Volunteer in their vicinity might be available for informal tutoring. Peace Corps Volunteers, often recent college graduates, are particularly well-suited for conveying an up-to-date orientation to American college life along with the specialized English useful in an academic setting.

The U.S. Information Service in Guatemala will be sending students to the U.S. under its CAMPUS program for 30 months of undergraduate study, of which up to six months are allotted for English language training. The program targets candidates in the fields of business administration, economics, political science, sociology, anthropology and the natural sciences. A deliberate attempt is made to avoid duplicating those sectors, such as agriculture, from which AID will be drawing candidates. Selection is being done by the Agency itself through broad advertising followed by testing and credential review. In addition to the CAMPUS program, USIS/Guatemala will be sending university professors as Fulbright-LASPAU scholars to do graduate study, primarily in the social sciences and humanities. The USIS International Visitors program sends approximately twenty Guatemalans a year on 30-day observation tours.

If an intensive in-country program is designed to give long-term CAPS participants the general English skills and cultural orientation necessary for study at U.S. universities, USIS may find it cost effective to include CAMPUS and Fulbrighters in the Aid program. Such collaboration would increase the number of trainees in the program, making it more economically viable, while providing USIS program participants with valuable preparation before they leave.

Guatemala Recommendations: CAPS Program

The general recommendations section of this paper offers a design for ESL/Cultural Orientations programs to meet the specific needs of various categories of short and long-term CAPS participants. This design seems particularly

well suited to the Guatemalan CAPS plan with the following additions and variations.

1. Because the indigenous highland peoples find it difficult for social and economic reasons to be away from home more than a short period, their ESL/CO programs would probably need to be very short. The objectives for preparatory training would remain the same: to provide participants with an understanding of American values and behavior and minimal language skills to increase self confidence, encourage direct interaction with Americans and foster a positive evaluation of their experience. Only the time devoted to the training would vary, with a drop to a minimum of two days.

2. The English level of Guatemalan secondary school graduates (along with that of the Hondurans) is probably the lowest in the region. Consequently, when a range is given for time to be spent in language study, the Guatemala programs will likely require the higher amount of time.

3. Two sources (one AID, one university) mentioned that Guatemalan undergraduate degree program candidates from rural areas are likely to be deficient in mathematics skills and science knowledge as well as English. Scores on the Spanish SAT's will allow levels to be determined, and academic training can then be included in the in-country preparatory program as necessary. This can be accomplished either through a separate remedial component in Spanish or by integrating mathematics and science content with English reading and writing courses at the intermediate level.

4. The depth of specific preparation for academic study will need to be greater for Guatemalan undergraduates than for students coming from countries such as Panama (where university study is more similar to that in the U.S.). Computer literacy, term paper research and writing, essay examinations and American style professor-student interaction patterns may all be new areas.

5. The most likely contractor for Guatemalan in-country CAPS preparation is the binational center. The IGA currently has TEFL qualified personnel capable of designing and implementing various programs to the specifications given in the General Recommendations section of this report. In the BNC director's proposal, she requests outside expertise in the form of U.S. MA-certified teachers for the program. The team concurs, in that the preparation level of IGA's teachers is the only factor mitigating against their effectiveness in implementing such a contract. Facilities, management and ability to design the program are all good.

6. Given the likely very low English level of the great majority of Guatemalan CAPS candidates and therefore the stronger need for time efficiency in learning, the team highly recommends a very intensive program for long-term candidates. This should involve several hours a day of activities which aid language acquisition, along with six hours of formal class and individual study time. This can best be accomplished in a group living situation, since it is highly unlikely than an American-family living arrangement can be provided in Guatemala.

Guatemala Recommendations: Upgrading English Instruction in General

Most of the suggestions in the General Recommendations Section of this report for upgrading the availability and effectiveness of English language teaching are applicable to Guatemala, with the following additions and variations.

1. Guatemalan public school English teachers, even in the capital, said that lack of textbooks and other resources was their greatest problem, compounded by the fact that they usually move from room to room and even between schools, carrying all materials with them. Consequently, many teach with nothing more than their personal copy of a student text. This could be alleviated by providing selected schools with a small lockable cupboard supplied with basic visuals and references from which English teachers could borrow.

2. In order to alleviate the problem of unavailability (and extremely high cost when obtainable) of student English textbooks, a pilot program could be designed in which class sets of texts are purchased for use by students during the instructional period only, not to become student property. An alternative would be to fund purchase of rights from publishers and arrange for local printing which should result in substantially lower book cost. This is an approach which has been used by the State in its higher education program.

3. The Guatemalan Peace Corps director is definitely interested in providing in-service TEFL training to Volunteers giving English classes as a secondary project. He suggests that such technical training be provided regionally within Guatemala, rather than in the capital, and that it be limited to one or two days. He said that he would survey the Volunteers in November to determine the number interested in such training.

4. Probably the greatest impact on the quality of English language instruction would be to convince the Ministry of Education to re-define the purpose of the secondary school English program as one of reading comprehension (rather than preparation in the four skills), since the vast majority of Guatemalan public school English teachers are deficient in oral English skills and since reading knowledge of English is a more widely needed skill.

5. The IGA is already attracting some rural residents to Saturday classes from as far as three hours away. Scholarships could be offered to promising students, giving priority to the rural disadvantaged who at present have no way of attending English classes. (The Guatemalan program could contact the Costa Rica BNC for information on their scholarship program.)

GUATEMALA OBSERVATIONS

UNIVERSITY TRAINING PROGRAMS

• University of San Carlos	4 Observations

ENGLISH LANGUAGE PROGRAMS

• Causac	1 Observation
• Instituto Guatemaltelo Americans	6 Observations
• Centro Intensino Audio-Visual	3 Observations

PUBLIC SCHOOLS

• Instituto Basico	2 Observations
• Instituto Central de Formacion Secretarial	3 Observations

PRIVATE SCHOOLS

• American School	2 Observations
• Valle Verde	2 Observations

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Training Officer

BNC

Licda. Candy de Rodas
Acting Director Courses

Alfredo Porras
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June Spencer
English Teaching Fellow

-30-

MINISTRY OF EDUCATION

Rafael de Paz Lemus
Director General de Educacion

Francisco Matricardi
USIPE Seccion Estadistica

Carlos Heberto Anzueto A.
Director de Educacion Media

UNIVERSITIES

UNIVERSITY SAN CARLOS

Lic. Jaime Lopez
Dean, Fac. of Humanidades

Profa. Beatriz de Castillo
Teacher, Calusac

Licda. Enriqueta de Rodas

Dra. Ingrid Gamboa
Directora del Centro de Aprendizaje
de la Un. de S.C.

UNIVERSITY DEL VALLE

Dra. Gloria Aguilar
Dean of the College of Education

COMMERCIAL LANGUAGE SCHOOLS

CENTRO DE INSTRUCCION AUDIO VISUAL

Anibal Guerra
Director Educativo

Lilian de Paniagua
Sub-Directora Administrativa

Raul Morales
Director Administrativo

PUBLIC SCHOOLS

INSTITUTO CENTRAL DE FORMACION SECRETARIAL

Licada. Emenia Orantes
Principal

Lic. Alfredo Chacon
Supervisor de Ingles

INSTITUTO BASICO TECUN UMAN

Lic. Gustavo Ortiz Marroquin
Director

Lic. Pedro Antonio Aguirre Romero
Sub-Director

Prof. Peter Sabal
Supervisor de Ingles

PRIVATE SCHOOLS

COLEGIO AMERICANO

Barbara Varrillas
Secondary Assistant Principal

Don Woolbrik
Teacher

COLEGIO MAYA

Dr. William Rada
Director

Reinilda Henning de Davila
ESL Teacher

COLEGIO POOLE TRENNERT

Jennifer Poole
Assistant Director/Teacher

COLEGIO METROPOLITANO

Dr. Raymond Wennier
Director, Owner

Sra. Carmen Weinner

OTHER

PROYECTO LINGUISTICO FRANCISCO MARROQUIN

Dr. Steven Stewart
Kekchi Linguist

Prof. Narciso Cojti
Director

AID SPANISH BILINGUAL EDUCATION PROJECT

UNIVERSITY OF NEW MEXICO
Dr. Ronald E. Blood

GUATEMALA

EVALUATION OF ADULT ENGLISH LANGUAGE PROGRAMS

NAME OF PROGRAM	ADMINISTRATION	ELT QUALIFIED DIRECTION	FACILITIES	TEACHER PROFESSIONALISM		TEACHER ENGLISH PROFICIENCY	EFFECTIVENESS OF INSTRUCTION	ABILITY TO DESIGN AND IMPLEMENT CAPS PROGRAM
				PREPARATION	PERFORMANCE			
1. Instituto Guatemalteco Americano	3	3+	3	2	2	2	2	2
2. CALUSAC: Centro de Aprendizaje de Lenguas de la U. San Carlos	1	1	1	1	1	1	1	1
3. CLAV: Centro de Instruccion Audio Visual	2	1	2	2	2	2	1	1

LEGEND

1 - Not Satisfactory
2 - Satisfactory
3 - Good
4 - Excellent
\- - Unobserved
V - Varied so much that generalization cannot be made
NA - Not Applicable

HONDURAS

Background

The coordinator of the assessment team was in Honduras from August 22 through August 24 and August 28 through August 30. During this period, he met with key USAID, USIS and Honduran officials regarding the assessment's priorities and emphases. The researchers gathered data in Honduras from August 29 through September 5 on the following English language service providers: two binational centers, four commercial language schools, three universities, one teacher training institution, two public schools, three private schools including both primary and secondary grades, and one regional agricultural education institution. The regional institution is reported on in the ROCAP section of the paper.

Introduction

Honduras, the poorest of the Central American countries, had a population of 4,200,000 in 1983 with a current annual growth rate of 3.4%. 1983 UNESCO figures show that 63% of the population is rural. The major ethnic group is Mestizo with small groups of Caribs on the North Coast, Causasians, and Miskito Indians. Spanish is the official language and also the second language for the Miskito Indians and the Caribs (who speak an English dialect).

Role and Status of English

Although many Hondurans consider English essential to personal enrichment and economic advancement, the Government of Honduras has been slow to recognize the importance of English for its people and economy. Honduras is the only country in Central America that does not offer a degree in the teaching of English, although that is to change as of January, 1986. It is also not possible to obtain a degree in the field of English from any of the universities. The English language requirement in secondary education is one of the lowest in Central America, and according to some Hondurans in the education sector, there is the possibility that the Ministry of Education could reduce the present requirement of three periods per week to two. Thus access to English through the education system is not widely available to most Hondurans.

Those students who attend private English language or bilingual schools are well-exposed to English and generally prepared for further academic study abroad. Interest in English is so keen among wealthy Hondurans that they will register their children for certain private English language schools at birth to assure them one of the few coveted places.

As Honduras becomes increasingly involved in international commerce, trade and affairs, the genuine need for English will become more apparent to those responsible for English related programs throughout the educational system. English is available through the cable television, but only to those Hondurans who can afford it.

Educational Overview

Education in Honduras is free and theoretically compulsory through the sixth grade. It is only theoretically compulsory because the government is unable to provide a sufficient number of primary schools with courses through

the sixth grade that reach students in rural areas. The primary enrollment rate is 89.0%, but the completion rate is only 30.0%. 1983 UNESCO figures show that the Honduran Government spends 3.5% of its GNP for education. The Ministry of Education controls all formal education below the university level and also operates normal schools for primary and secondary teacher training and certification. Primary education, grades one through six, is composed of two consecutive three year cycles; secondary education, grades seven through twelve, also has two consecutive cycles: comun and diversificado. The first, or common cycle, has two tracks: a three year academic program and a four year vocational program, which is either terminal or feeds into vocational education tracks in the ciclo diversificado. The attrition rate is high, with only one student in ten completing the ciclo comun. Those who complete the ciclo comun are eligible to enter one of the nine technical or academic tracks of the ciclo diversificado or diversified cycle for two to three years depending on the track.

One Honduran educator estimates that as many as 45% of urban children attend private schools. Considering the fact that the per capita GNP per year is about $730.00, and annual private school fees, varying with quality and location, range from 1000 Lempire ($500.00) to 2,300 Lempira ($1,300.00), it is surprising that there is so much private school participation.

Honduras has three universities. The National Autonomous University is public and located in Tegucigalpa. The University of San Pedro Sula is private with two locations - San Pedro Sula and Copan. The University of Jose Cecilio del Valle is also private and located in Tegucigalpa. The National University has an enrollment of over 15,000 students, the University of San Pedro Sula between 950 and 1100, and the University of Jose Cecilio del Valle about 250.

English in the School System

Three forty-minute periods a week of a foreign language are required in both tracks of the ciclo comun. A foreign language is also required in the ciclo diversificado, from one to three periods per week, depending on the track. The only foreign language regularly taught is English. While the Ministry of Education requirement states that a foreign language is mandatory, this requirement is followed mainly in urban areas where it is possible to find teachers with some proficiency in English; however, meeting this requirement is often difficult or impossible in rural areas. The Ministry of Education provides an outline of English grammar to be taught at each level.

This foreign language requirement is also obligatory in the private schools, but is a rather moot issue since most private school education provides at least 40% of the classes in English. The percent of private school classes conducted in English varies. Elvel School conducts 70% of its classes in English, and the Mayan and American Schools, which are English language schools, conduct all of their classes in English.

The quality of English language instruction in urban public schools is substandard. Some English language teachers speak adequate English but have little or no pedagogical training and no training in English as a foreign language methodology. Instructors teach about English using an analytical grammar translation method. There is the unspoken assumption on the part of both teachers and students that learning a language consists of memorizing grammar rules and lists of vocabulary words. English classes are large, ranging from

forty to fifty students, with no support assistance for teachers either in resources or expertise. The result is that, in all probability, the English instruction is counter-productive; students who have unsatisfactory English language classes can have a negative attitude toward learning English or any foreign language.

Graduates of normal schools are eligible to teach primary school, as are the students graduating from high school with the bachillerato degree. Regarding certification for secondary school teaching, the Ministry of Education requires the degree of profesor, which is the lowest degree granted in tertiary education. Actual practice is, however, that because of a lack of certified teachers, both public and private schools employ teachers with oral proficiency in English, but no certification in any area. The private school teachers are better prepared to teach in general and tend to have higher English proficiency; however, even these teachers of English have not had any specific training in English language teaching. According to the Ministry of Education, salaries are paid based on the level of experience and level of certification. The average salary in public schools is 6 Lempiras ($3.00) per hour, whereas some private school teachers earn twice that amount. The result is that English language teaching and student competence tend to be higher in the private than in the public schools.

English Language Teacher Training Programs

Neither the National University nor the private universities offer a degree in English, nor is a degree offered for the teaching of English as a foreign language at the secondary school level. In 1986, however, the Honduran teacher training institution for secondary school teachers, the Escuela Superior de Profesorado Francisco Morazan, intends to offer a four-year program leading to the degree of profesor in the teaching of English as a foreign language. Two English Teaching Fellows (ETF's) from the United States Information Agency are to arrive in Honduras in late 1985 to assist in designing the curriculum, organizing the program and teaching the classes. The program, as do those of the other profesorados offered at the escuela, would consist of eight semesters or 130 units divided into three sections: (1) pedagogica cultural; (2) formacion pedagogica; and (3) especialidad. Initially, there are to be approximately thirty participants in the program.

There are two binational centers (BNC) in Honduras that provide English programs, one in Tegucigalpa and one in San Pedro Sula. The BNC in Tegucigalpa provides no substantial pre- or in-service training for its teachers. The San Pedro BNC provides pre-service teacher training and several hours of bimonthly required in-service conducted by one of the two resident ELT specialists in Honduras. Neither BNC conducts teacher training classes for the public.

As of October 1985, there were no Hondurans certified in the teaching of English as a foreign language, nor, to the knowledge of the assessment team, were there any Hondurans with ELT expertise in Honduras. There are only two resident foreigners who are qualified English language teaching specialists in Honduras.

The problems of English language teachers in Honduras, as in other Central American countries, are those of inadequate oral English proficiency and insufficient pedagogic training. This problem has been exacerbated in Honduras due

to the lack of ELT preparation programs for English language teachers. Several steps are being taken to provide solutions to the problems. First, as has been mentioned, the Escuela Superior will be instituting a four-year program in the Teaching of English with the assistance of two English Teaching Fellows from the United States Information Agency in January 1986. Secondly, USIS Honduras has already provided several seminars at the National University through the assistance of a former Teaching Fellow. Thirdly, and finally, a TESOL affiliate is in the process of being organized in Tegucigalpa. Consequently, although teacher training has been unavailable in the past, recent efforts indicate that this situation is changing. An up-to-date ELT teacher training program will certainly contribute to raising the English proficiency level and expertise of future English language teachers.

CAPS Plans and Priorities

The June, 1985 Implementation Procedures for the Central American Peace Scholarship Project under the Caribbean and Latin American Scholarship Program-USAID/Honduras was made available to the assessment team. The document indicates that USAID Honduras is responding to the dual requirements of the developmental and political goals of the program by targeting rural inhabitants at the lower end of the economic scale with a concentration on women. 1550 short and long term scholarships will be granted to Hondurans from 1985 through 1990. Training and studies will focus on the following developmental priority areas: agriculture, export business, small business, education, health and population, public administration, housing and infrastructure, and engineering. Potential candidates will be identified and nominated through U.S. and Honduran organizations and by individuals and organizations concerned with economic and social development in Honduras. The majority of the scholarships will be awarded to short term participants studying in groups of ten to twenty in programs conducted in Spanish. Long term academic programs from one to four years will be awarded to approximately 350 scholars. Management of short term programs will be through the Mission; long term training will be managed through a contractor who will be responsible for all aspects of training. The following statement explains the anticipated English language training:

> "English language training is to be contracted with the binational centers and universities in Tegucigalpa and San Pedro Sula. After a contractor has been selected to manage the long term participants, the arrangements may be incorporated as subcontracts under that contract".

USAID Honduras has given consideration to the type of preparatory training needed by its long term CAPS scholars and recommends instruction in English, cultural orientation and remediation. Candidates would be divided into two categories: part-time study in the evenings and on the weekends for those not needing remediation and full-time study on an intensive basis for those needing remediation. Both programs are to take place at the binational centers. No mention is made regarding specific length of in-country training. The Mission also envisions providing up to two additional months of ELT in the U.S. Consideration has been given to the provision of English for special purposes if there are enough candidates in a single specialty area to warrant it.

The CAPS training office wished especially that the assessment team examine the binational centers and universities, as these institutions had been pre-

selected as possibilities for English language training by USAID Honduras. In addition, it was requested that the team assess Idiomas a Su Alcance, a commercial language school.

English Language Program Summaries

English language instruction for adults is available in Honduras as follows: (1) English programs at two binational centers; (2) one extension program at the American School; (3) various commercial programs; and (4) and one university program for university students. A description and explanation follows for each English language program. Program fees have been indicated in some instances as general cost guidelines:

I. BINATIONAL CENTERS

A. CENTRO CULTURAL SAMPEDRANO
Apartado Postal 511
San Pedro Sula, Honduras, C.A.
Mr. Greg Werner, Director
Mr. Omar Cerella, Director of Courses
700 Students
15-21 Part-time instructors
12 Students per/class (average)
Program Orientation: Grammar
Text: Intercom: Heinle and Heinle
8 weeks - 5 hours/week 38 hours total - 50 Lempira
8 weeks - 10 hours/week 63 hours total

See program explanation in the Section: Adequacy of ELT Resources to Meet CAPS Needs.

B. INSTITUTO HONDURENO DE CULTURA INTERAMERICANA
Apartado Postal 201
Tegucigalpa, Honduras, C.A.
Lic. Juan Manuel Galvez, Director
Jorge Pabon, Acting, Director of Courses
438 Students
21 Teachers
10 Students per class (average)
Program Orientation: Grammar
Lado: Regents
8 weeks - 1 hour/day - 38 hours - 70 Lempira
8 weeks - 2 hour/day - 76 hours

See program explanation in the Section: Adequacy of ELT Resources to Meet CAPS Needs.

II. EXTENSION PROGRAM

AMERICAN SCHOOL "INTENSIVE ENGLISH PROGRAM"
Colonia Lomas del Guijarro
Tegucigalpa, Honduras
Sra. Linda Duron, Assistant Director
120-144 Students
12 Teachers
6-12 Students per class
Program Orientation: Grammar
Text: Spectrum: Regents
11 weeks - 10 hours/week - 430 Lempira

All teachers are native speakers and most are certified teachers. Neither the teachers nor the program director has professional ELT training. No pre-service nor in-service training is provided. According to the program director, all teachers "do their own thing". The program mainly serves the business community and according to the director, classes are full.

III. COMMERCIAL LANGUAGE SCHOOLS

A. IDIOMAS A SU ALCANCE

Callejon El Olvido, No. 924
Apartado Posal 257-C
Tegucigalpa, Honduras, C.A.
Sr. Francisco Irias, Director
300 Students
12-13 Part time instructors
15-22 Students per class
Program Orientation: Grammar
Text: In-house materials
8 weeks - 10 hours/week - 130-160 Lempira

Idiomas a Su Aliance is ably administered by Mr. Irias. The school has adequate facilities including equipment appropriate to foreign language learning. In addition to its 400 hour - 9 month - 5 level program, the school offers Saturday morning classes, specially organized private classes, and home study correspondence courses. Mr. Irias, however, does not have any background in teaching English, nor does anyone on his staff. He explained to the team that he teaches about language for two months; fifty percent in English and fifty percent in Spanish, so that the students can answer questions about grammar. Students are not allowed to converse for the first two months of class and they only answer questions in class about grammar.

B. INSTITUTO INTERNATIONAL DE IDIOMAS
24 Avenue entry 9 y 10 calles # 109A
San Pedro Sula, Honduras
Ken and Laurel Cutler, Owners/Directors
35 Students
2 Teachers
6 Students per class
4 weeks - 4 hours/week - 90 Lempira

This newly organized school is owned and directed by two educators who have had some ELT training at the BNC in Guatemala. The teachers are native speakers, have had minimal ELT training, but several years teaching experience. The school also provides instruction in languages other than English.

C. INSTITUTO PAMAMERICANA DE ESTUDIOS INDIVIDUALES
Ave Republica de Chile #107
Colonia Palmira
Tegucigulpa, Honduras, C.A.
Lic. Gustavo Bernal, General Director
Lic. Sugasti, District Manager
160 Students
20 Teachers
6 Students per class
Program Orientation: Grammar
Text: The Three-Way Method to English by Axel Jaramillo

The school offers a self-study program with tapes. When the student is ready, he comes to a class at the Center with up to six other students at his level to be checked out on the materials studied. The idea is unique, but the materials are weak, poorly translated, and the method does not work in practice. The teachers are untrained and teach grammar-focused lessons about the language.

D. YOUR ENGLISH SCHOOL
8 Avenue entre 5ta y 6ta Calle #1217
Tegucigalpa, Honduras, C.A.
Lic. Juan Manuel Galvez Barnes
102 Students
Number of Teachers - "variable"
Program Orientation: Grammar
Text: In-house book written by previous owner
8 weeks - 10 hours/week - 200 Lempira

As of September, 1985, Your English School was to initiate a six-month, 240 hour general English course consisting of three levels. The first level is vocabulary study, the second vocabulary and phrases, and the third, questions, interaction and field trips. The director had recently purchased the school and has no ELT background. None of the teachers has any ELT qualifications. Some teachers are native speakers and some are Hondurans who have

worked in the U.S. Your English School offers a primary course of study for pupils from 4 years old to grade 3 and has plans to offer levels through grade 6. Your English school primary students receive one hour of English per day.

IV. UNIVERSITY PROGRAMS

NATIONAL AUTONOMOUS UNIVERSITY OF HONDURAS
Ciudad Universitarin
Tegucigalpa, Honduras
Lic. Christine de Idiaquez, Chief, Foreign Language Department
Lic. Gracia de Villeda, English Coordinator
2000 Students
42 Instructors, approximately
25-35 Students per class
Program Orientation: Moving toward Communication
Text: World English
One semester - 1 hour day - 4 day week - 45 Lempira

This English program is not an extension course, but rather the fulfillment of the foreign language requirement at the National University. Three semesters are required, 56 hours a semester. The English program is open to high school graduates enrolled in the university. The English Department, under the able direction of Lic. Christine de Idiaquet, Chief of the Foreign Language Department and Lic. Gracia de Villeda, the English Coordinator, demonstrates high interest in ELT methodology and program upgrading. Full-time teachers teach 12 hours a week but are "full-time" employees of the University. They spend their time preparing teaching materials and developing lessons for their new program. Most full-time teachers have advanced degrees and earn 1,500 Lempiras per month. Most English teachers, however, are employed part-time in the program. The Foreign Language Department has no ELT resources or special equipment. The observed morning teaching was acceptable but none of the teachers observed would be available to work in a CAPS Program.

Adequacy of ELT Resources to Meet CAPS Needs

Although many institutions teach English as a foreign language in Honduras, there is no single group with a quality program. In fact, with two possible exceptions, all ELT in Honduras can be considered deficient. One possible exception is the new Instituto Internacional de Idiomas in San Pedro Sula which, though unobserved, appears to offer an acceptable program. A second possible exception is the required English course at the National University in Tequcigalpa which is redirecting its orientation from grammatical analysis to communicative competence.

Consequently, none of the programs described in the previous section has the capability to respond to the special English language program needs of the CAPS scholars. Neither does either of Honduras' two private universities. La Universidad de San Pedro Sula has highly qualified teachers and a reported

ability to attract other qualified teachers, either native speakers or those having high oral English proficiency, but the English program is basically oriented toward English for special purposes (ESP) and taught through separate departments. La Universidad de San Pedro Sula has never organized an English program, nor does it have the space to do so. The private university in Tegucigalpa, La Universidad Jose Cecilio del Valle, directed by a very able rector, requires only one semester of English and serves a very small audience. Both private universities, however, do offer some possibilities for providing a basic skills study program in math and science for long-term scholarship recipients in preparation for academic study.

Neither the BNC in Tegucigalpa nor the one in San Pedro Sula is a viable option for a CAPS English language program under present conditions. The most positive aspect of the Instituto Hondureno de Cultura Interamericana (BNC) in Tegucigalpa is its adequate and available space. Eight classrooms would be available from 7:00 a.m. - 4:00 p.m. In addition, there is a large meeting room, a room to serve as a resource center, a new cafeteria, and a library. Classroom space would also be available in the evening. There is also an antiquated language laboratory which apparently costs more to maintain than it would cost to buy new cassette players with more appropriate tapes. There appear to be management problems, and in the absence of an academic director, professionalism of teachers is very low. Teacher absenteeism and tardiness are common.

The BNC in San Pedro Sula, although not a viable option for a program under present conditions, has a number of positive points. The Center is completely self-sufficient and is probably one of the most completely equipped BNC's in Latin America, consisting of a 400 person capacity auditorium, a salon for expositions, a cafeteria, a library with 7,000 volumes and twenty-four classrooms. They also have a building plan for four new buildings, including a public library, a mini-conference center, and twenty additional classrooms to be completed by July 1986. The San Pedro Binational Center, however, has not concentrated effort in providing a quality English language program, but rather uses the language program to support the cultural activities of the Center. Neither the Center director, Mr. Werner, nor the academic director has any TEFL background. The academic director is a former teacher who is getting his undergraduate degree in education. He is extremely well-organized in maintaining records essential to smooth administration. He also arranges for several hours of required teacher bimonthly in-service training by one of the two ELT consultants in Honduras. The Center director operates the Centro Cultural Sampedrano in the black by keeping teachers' salaries very low and expecting a high turnover. This does not contribute to the professionalism of the program.

Interagency Coordination

The U.S. Peace Corps will have, as of January, 1986, approximately 400 volunteers in Honduras engaged in twenty-three different projects. Almost all volunteers are located in rural areas. The Peace Corps Director is skeptical about increasing the numbers of Peace Corps Volunteers in Honduras and is against stationing volunteers in Tequcigalpa, but he did not rule out all possibilities.

Two roles might be played by Peace Corps Volunteers with regard to the CAPS Program: (1) Because of their rural location, PCVs could assist with the ini-

tial identification of potential scholarship recipients; (2) PCVs might also work at rural secondary schools, assisting English teachers and in other disciplines. There is also an opportunity for qualified PCVs to work at the Escuela Superior in Tegucigalpa and at its branch campus in San Pedro Sula, assisting in upgrading the English proficiency of future teachers. The Director of the Escuela Superior has expressed an interest in exploring these possiblilities with the Peace Corps.

Coordination between AID and USIS seems better in Honduras than in any other of the countries visited. They sit on each others' selection committees and otherwise seek opportunities for cooperation.

USIS Honduras, under its CAMPUS Program, plans in 1986 to send 30 participants for a twenty-month non-degree program in math and science. All participants will come from the Escuela Normal Superior's Profesorado Program in Tegucigalpa and San Pedro Sula and its rural site program. The participants, who are already primary school teachers and studying at the Escuela Normal Superior for their Profesorado to teach in secondary school, must have completed three semesters before being eligible for the CAMPUS Program. Ten of the thirty participants, those from very remote areas, will be temporarily replaced by Peace Corps Volunteers who will begin their tenure in January 1986. Only ten positions could be filled by Peace Corps Volunteers as that was all that PC Honduras would agree to.

USIS considers the program to be a pilot program since this is the first time that people from rural areas with unsophisticated educational backgrounds and no English language proficiency will have been sent for long term academic study in the U.S. To improve future decisions regarding the English language study of CAMPUS and CAPS scholars it would be highly beneficial to monitor the progress of the 1986 Honduras CAMPUS scholars in four areas:

1. English language success
2. Cultural adjustment
3. Academic success
4. Readjustment and contribution to professional life in Honduras

USIS would consider English language training for future CAMPUS scholars in Honduras in a program for CAPS scholars provided that a quality program were available and conducted in an institution considered appropriate to the needs and interests of the United States.

Honduras Recommendations: CAPS Program

The General Recommendations section of this report offers a design for ESL/Cultural Orientation programs to meet the specific needs of various categories of short and long term CAPS participants. The design is also applicable to Honduras with some additions.

1. Honduran high school graduates, because of the generally low grade ELT in the Honduran education system, will need the maximum amount of English preparatory training.

2. Honduran scholars with little educational experience will need special assistance in learning how to work independently. A learning resource center with self-study materials that emphasizes individualized instruction with some teacher monitoring would promote self-discipline and facilitate independence.

3. Individual study packets containing self-study material or informal tutoring sessions could be productively used since USAID Honduras is selecting candidates on a continuing basis and so there may be a long wait from the time candidates are selected to the beginning of preparatory training.

4. All long-term CAPS participants should receive at least six hours of English language preparatory training a day, five days a week, until a high enough level is reached to make further English study in the U.S. advantageous. Part-time evening or weekend study would be inadequate for those beginning with no English proficiency. Evening and weekend courses could be considered, but only as components of a larger training program.

5. Given the fact that neither BNC has a qualified ELT professional on staff, a viable CAPS English language training program could only be designed, organized, and implemented by these institutions with the assistance of expert ELT consultants. In order to develop a CAPS program at the BNCs, consideration should be given to the following:

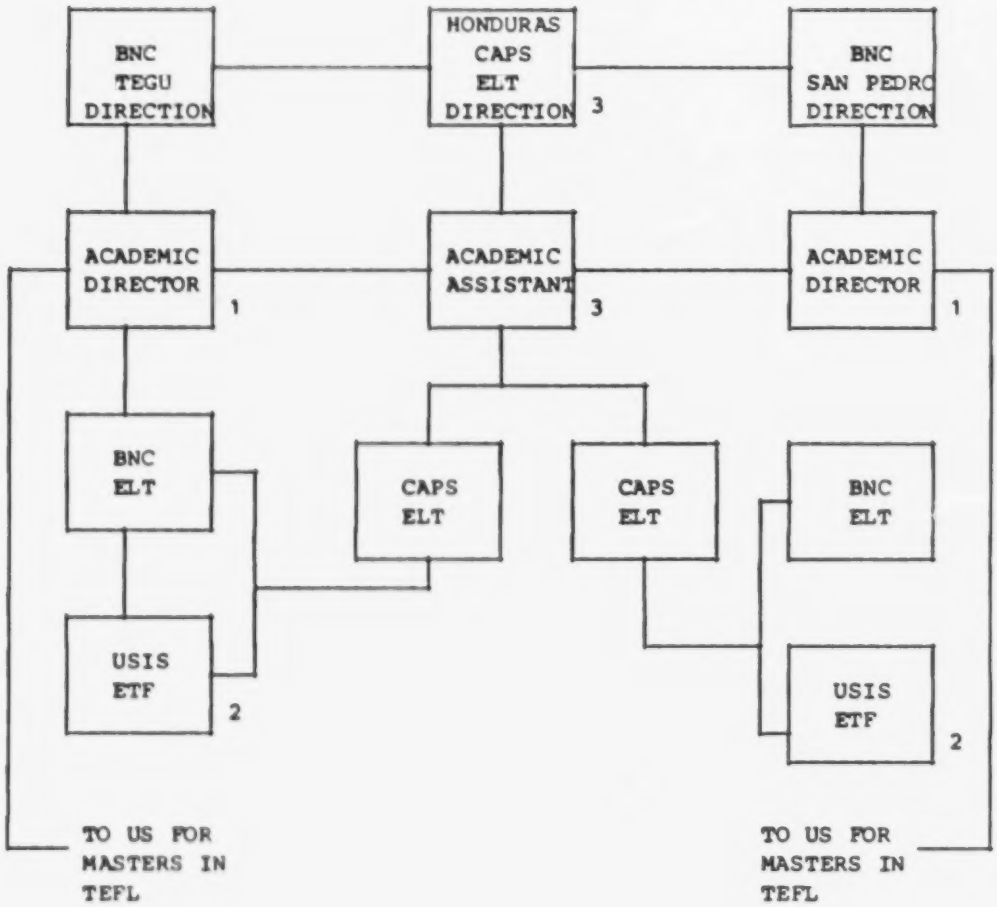
   (1) Teachers should be hired on the basis of EFL certification, personality, and proficiency in English. When certification is lacking, solid pre-and in-service training will be necessary.

   (2) The teacher training should be thorough, covering various methodologies, but focusing on a communicative approach. The teaching of listening, speaking, reading, and writing should be included as should testing and syllabus design. Prospective teachers should not only understand the theory of language teaching, but they should also receive practical and experiential training. They need to be taught how to develop teaching materials and to teach without a book. Above all, they need to be taught to be creative and innovative. Additionally, they will need training in teaching cultural orientation and academic English.

   (3) Following is a suggested design for organization of the CAPS English language programs planned by the Mission, to be administered through the BNC's. After the programs are designed, both BNC's will need ELT staff to administer and supervise the programs on a daily basis. The following flow chart shows how two CAPS programs might be administered independently of current BNC operations and still permit the transfer of educational expertise to the institutions' on-going programs.

TEGUCIGALPA SAN PEDRO SULA

CAPS AND BNC ELT PROGRAMS



[1]Academic Directors should be sent to the U.S. for Masters

[2]USIS ETF's would divide their staff between the two programs. Peace Corps Volunteers with previous ELT would also be a possibility

[3]The CAPS ELT Director and the Academic Assistant would each be assigned to a different BNC thus relieving the present Academic Directors so they could pursue studies in the U.S.

Honduras Recommendations: Upgrading English Language Training and Resources in the Country

1. Three institutions in Honduras have made recent efforts to initiate an English language program or upgrade an existing program: The Escuela Superior del Profesorado Francisco Morazan will initiate an English teaching degree program, and the National University and the University Cecilio Jose Del Valle are upgrading their English programs. USAID could assist these institutions and the BNC's by offering scholarships and resource development.

2. Consideration should be given to sending CAPS scholars from the following institutions for ELT training in the United States:

   (a) one scholarship for a Masters in TEFL to the academic director of each BNC. The recipients would then return to the position of Academic Director at each BNC;

   (b) two undergraduate scholarships in education with minors in TEFL to candidates in the English Profesorado program at the Escuela Superior. These individuals should return to teach English in the program or continue in academic studies at the private university in Tegucigalpa; and

   (c) The Escuela Superior should be offered a CAPS scholarship for graduate study in TEFL to prepare someone to head the department.

3. Consideration should be given to building ELT resource materials centers for teachers at the following institutions:

   (a) the Escuela Superior
   (b) the National University
   (c) BNC's

4. Consideration should be given to the development of a self-study learning resource center geared toward academic studies at the private university in Tegucigalpa.

HONDURAS OBSERVATIONS

ADULT ENGLISH LANGUAGE PROGRAMS

• American School Extension Program	3 Observations
• Centro Cultural Sampedrano	8 Observations
• Idiomas a Su Alcance	3 Observations
• Instituto Hondureno Cultural Interamericana	3 Observations
• Instituo Panamericano de Estudios Individuales	2 Observations
• The National University of Honduras	3 Observations

PUBLIC SCHOOLS

• Colegio Central	3 Observations
• Instituto Hibueras	

PRIVATE SCHOOLS

• Elvel School	2 Observations
• Mayan School	2 Observations

HONDURAS CONTACTS

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Co-owner and Director

HONDURAS
EVALUATION OF ADULT ENGLISH LANGUAGE PROGRAMS

NAME OF PROGRAM	ADMINISTRATION	ELT QUALIFIED DIRECTION	FACILITIES	TEACHER PROFESSIONALISM		TEACHER ENGLISH PROFICIENCY	EFFECTIVENESS OF INSTRUCTION	ABILITY TO DESIGN AND IMPLEMENT CAPS PROGRAM
				PREPARATION	PERFORMANCE			
1. Centro Cultural Sampedrano (BNC)	4	1	3	1	1	1	1	1
2. Instituto Hondureno de Cultura Interamericana	1	1	2	1	1	V	V	1
3. American School Intensive English Program	2	1	4	1	2	4	1	1
4. Idiomas a Su Alcance	4	1	2	1	2	4	1	1
5. Instituto Internacional de Idiomas	-[1]	2	-	-	-	4	-	-
6. Instituto Panamericana de Estudios Individuales	1	1	2	1	1	2	1	1
7. Your English School	1	1	1	1	-[2]	-	-	1
8. The National Autonomous University of Honduras Required English Program	3	2	2	2 (morning)	3 (morning)	3 (morning)	2 (morning)	1

[1] Instituto Internacional de Idiomas is a new school. Team was able to interview owners but unable to observe school or instruction.

[2] Team interviewed owner of Y.E.S. but was unable to observe classes.

LEGEND

1 - Not Satisfactory
2 - Satisfactory
3 - Good
4 - Excellent
- - Unobserved
V - Varied so much that generalization cannot be made
NA - Not Applicable

EL SALVADOR

Background

The coordinator of the assessment team was in El Salvador on September 3. The researchers spent three days in the country, September 16 through September 18, arriving soon after the kidnapping of President Duarte's daughter. Because of security restrictions, it was necessary that the team not travel outside San Salvador. Travel within the capital itself was also difficult, and the Mission advised extreme caution regarding travel between daily appointments and strongly recommended against evening appointments. During the assessment, the team visited the Cultural Center, the extension program at the American School, one commercial program, two public schools, one private school, one university program, and interviewed directors of the two university English teacher training programs.

Introduction

El Salvador, with a population estimated at 5.1 million as of mid-1984, has the highest population density in all of Latin America with approximately 2.9 inhabitants per square mile and an annual growth rate of 2.9%. Ethnically, the country is overwhelmingly Mestizo, at 89%. Ten percent of the population is Indian and only 1% is pure Caucasian. Spanish is the dominant linguistic group with a minor group being the Indian languages of Nahuatl, also found in Mexico. Urban literacy is 62% and rural literacy 40%.

Role and Status of English

The Government of El Salvador considers English crucial to the progress of the country as a whole and Salvadorans consider it essential to personal economic advancement. Evidence of the importance they attach to it can be seen in the fact that two tertiary institutions, one public and one private, grant profesorados and licenciaturas in the teaching of English as a foreign language. A third private university offers a licenciatura in English translation. Also, English instruction is available on national television under the auspices of the Ministry of Education's bachillerato through non-formal education.

Educational Overview

El Salvador manifests educational problems similar to those that exist in other Central American countries, such as an insufficient number of adequately trained teachers, an insufficient number of primary schools to permit primary education coverage through all areas of El Salvador, and a curriculum that does not meet the needs of the students. The war has exacerbated these problems and made their solutions increasingly more difficult. Substantial numbers of schools have been forced to close because of the war.

Grades one through nine are obligatory. Primary education is divided into three cycles: grades 1-3, primer ciclo; grades 4-6, segundo ciclo; and grades 7-9, tercer ciclo. At the higher level, ciclo diversificado, grades 10-12, there are ten tracks in academic, technical, and vocational fields.

Only sixty percent of eligible children attend primary school. The attrition rate from primary school to secondary school is high, with the enrollment rate dropping to twenty-five percent.

The Government of El Salvador gives a high priority to education, currently spending 15.4% of its national budget on education at all levels. In addition, the Ministry of Education has recently revised primary and secondary school curricula to more accurately reflect national development goals, reducing the emphasis on often irrelevant academic programs and augmenting technical and vocational areas. Non-formal education is available through national television, allowing a high school diploma to be granted those unable to attend classes.

El Salvador's national university reopened in August of 1984 after the government closed it in June of 1980. In order to support itself, however, it will now begin to charge tuition. During the interim when the national university was closed, there was a proliferation of private universities, twenty-seven in total. The Ministry of Education controls the functioning of all institutions at this level through the Office of Secondary and Higher Education and the Office of University Education.

English in the School System

The Ministry of Education requires two to three periods of English a week in grades seven through nine, the third cycle of primary school (seen by some as the first cycle of secondary.) The requirement in grades ten through twelve, depending on the track, is generally two periods per week but can vary to four. Students studying in private school receive more English, as instruction is begun in the first cycle of primary school.

The basis of English language instruction in both the public and private schools is a grammatical syllabus provided by the Ministry of Education. English is generally taught analytically through grammar translation. Teachers explain the rules in Spanish and then provide examples in English. Books One and Two of the LADO series were being used at one public and one private school visited by the assessment team, while another public school was using the companion book for the English component of the non-formal education program on national television.

Two of the English teachers in the schools visited had licenciaturas in the teaching of English from the National University and two teachers had profesorados in other areas. The two teachrs with degrees outside the English language teaching field would not speak to the researcher in English. Although those two English teachers had not been trained to teach English specifically, they are expected to teach English if necessary. This is because in El Salvador those studying to be secondary school teachers are divided into two categories, science and humanities; those in the humanities category are expected to teach any humanities subject, including language. No comparison between urban and rural schools was made due to the travel restrictions regarding travel outside the city.

English Language Teacher Training Programs

Two universities offer programs certifying teachers of English, the Universidad de El Salvador and the Universidad Tecnologica; a third school, the Universidad Evangelica, certifies English translators. In both teacher training programs, three years of pedagogy, literature and linguistics coursework lead to a "profesorado en el idioma ingles" degree which certifies teachers for secon-

dary school instruction. An additional two years of study leads to a "licenciatura en el idioma ingles", the more popular of the two degrees for status reasons.

The National University has about 1,000 students in the two degree programs, enrolling approximately 400 new students and graduating 25 annually. The Tecnologica, a more expensive school following the same curriculum, has approximately 900 students enrolled in English degree programs. Class size is similar in the two schools (35 to 40 average), and students in both schools take three to four courses per semester. The Tecnologica does attempt to use all native English speakers as instructors, while only 20% of those at the University of El Salvador are native speakers. While some of the instructors at both schools hold university degrees in other relevant areas (literature, education, etc.) none had any specific English language training.

Again, because of security restrictions, the team was not able to actually observe classes at the National University or at the Universidad Tecnologica. Several generalizations can be made from interviews held with key people from those institutions.

(1) More qualified professors are needed to teach both programs. One program is directed by an individual with a licenciatura in English from a Salvadorean University earned many years ago. The other program had just lost its director for political reasons and had replaced him with a teacher with few ELT qualifications.

(2) Both universities require a one semester methodology course in the teaching of English as a foreign language that is equal to one quarter of the semester work load. The focus of the methodology is audio-lingual. The length and focus of the methodology are considered to be inadequate.

(3) No generalization can be made regarding the oral English proficiency of the graduates of the two English language teacher training programs.

CAPS Plans and Priorities

The assessment team had difficulty in ascertaining pertinent data regarding the training plan of the CAPS Program in El Salvador. No written materials were made available to the team and anecdotal information was sketchy. However, it appears that from 1985 through 1990, a total of 2700 CAPS scholars from the general categories of (1) disadvantaged students, (2) local leaders, (3) private sector workers, and (4) public administration leaders will study in the U.S. Two hundred and seventy-five of the scholarships will be long-term with the balance being short term. Several long-termers will be sent to the University of New Mexico for a Spanish language Masters Degree program in Educational Administration.

The Mission has managed the scholarship projects of FY 1985 and will continue through part of FY 1986 but plans to have a U.S. contractor manage the remaining years of the project.

English language training is to be included in the training of long-term participants. Because of previous in-country English language training that did not adequately prepare participants for academic training, the Mission is con-

sidering English language training for 1985 long-term participants at various U.S. institutions, including Boston University, the American Language Institute, or Oklahoma State, at estimated costs ranging from $17,000 to $21,000 per student year.

Since the team did not have access to the Mission Training Plan, it was impossible to identify English training needs regarding it. The Mission did request the team to assess the Cultural Center, however.

English Language Program Summaries

English language instruction for adults is available in El Salvador at (1) one cultural center; (2) one extension program at the American School; and (3) various commercial programs. Descriptive and explanatory information follows for those programs visited. Course fees are provided in some instances to give general information regarding course cost.

I. CULTURAL CENTER

CENTRO CULTURAL SALVADORENO
Av. Sisimiles, Blvd. Los Heroes
San Salvador, El Salvador
Maria Erlinda Hernandez de Moras, Executive Director
Mr. Andrew Dimauro, Director of Courses
1500 Adult students in General English
60 Instructors, approximately
13 Students per class (average)
Program Orientation: Communication
Texts: Streamline: Oxford
One Month - 40 hours per month

The General English course has fifteen levels. The center also offers children's classes, classes in conversation, advanced reading skills, and TOEFL Preparation, in addition to Saturday classes and teacher training classes. (See the Adequacy section for additional information.)

II. EXTENSION PROGRAM

AMERICAN SCHOOL EXTENSION PROGRAM
Apartado Postal (01) 35
San Salvador, El Salvador
Mr. Thomas C. Colburn, Director of Extension
750 Adult Students
21 Teachers
8-15 Students per class
Program Orientation: Moving from Grammar to Communication
Texts: Spectrum: Regents
8 weeks - 36 hours per term - 150 colones

The General English Conversation course is composed of eleven levels and takes two years to complete. Mr. Colburn, the director of extension, has an early seventies undergraduate degree from the U.S. in bilingual education, and there is wide variation in credentials among his teachers--some are high school graduates, and others have profesorados and licenciaturas. Several have had ELT training. Many are native English speakers and some are Salvadorean graduates of the American school. Mr. Colburn is in the process of reorienting his program toward communicative competence. Extension courses also include community interest courses, a computer course, and a Spanish course for teachers.

III. COMMERCIAL LANGUAGE PROGRAMS

LICEO TECNOLOGICO CANADIENSE
Calle Arce No. 1296 y 23 Au Norte
San Salvador, El Salvador
Mr. Juan Jose Olivo Penate
40-50 Students
7 Teachers
12-15 Students per class
Program Orientation: Grammar
Text: LADO: Regents

The Liceo Tecnologico Candiense is a new private school that offers English to adults. The school is not Canadian. The name was chosen only to attract students. English is taught through the audio-lingual method in fifteen levels, 300 hours over a one and a half year period. Neither the director nor the teachers has any ELT background. Two teachers are native speakers; the others learned their English abroad.

Adequacy of ELT Resources to Meet CAPS Needs

The Centro Cultural is certainly a potential program provider for meeting the ELT needs of CAPS scholars. The institution is well-managed with a director of courses from the School of International Training and an assistant director who also has an extensive background in the ELT field. The team observed classes conducted by well trained teachers with a more than adequate oral English proficiency. Classes were student-centered with a high level of interaction among students. The quality of instruction and the consequent learning were high. The Salvadorean instructors are well-qualified, having scored at least an 85 on the ALIGU exam, and the Director of Courses, Mr. Dimauro, states that there would be no difficulty in securing more teachers who would meet those qualifications. Mr. Dimauro conducts a two-week pre-service training course for his teachers. The Centro has a language laboratory and a small resource center with teaching aids. The building is unoccupied from 10 a.m. until 2:00 p.m. and space is also available during the early morning hours. If a CAPS ELT program were to be conducted at the Centro Cultural, two requirements would have to be met: (1) the program would need a large block of classroom space during at least six hours per day plus some additional evening time; and (2) although the Centro certainly has a viable program with a knowledgeable director capable of implementing an ELT program for CAPS scholars, collaboration in the design and occasional monitoring of the program by ELT experts would be beneficial.

Because of time constraints, the team was unable to observe classes as thoroughly at the American school extension program as was done at the Centro Cultural. Although Mr. Colburn is in the process of changing from a grammatical audio/lingual to a more communicative orientation, he does not provide in-service training for his teachers and the oral English proficiency level of his teachers was not as high as that of those at the Centro Cultural. The American School Extension Program does not have the expertise to implement a CAPS ELT Program.

The American University of El Salvador, an off-shoot of the American School, offers junior college level courses in English to prepare American School graduates to enter American universities at a higher than freshman level. Several U.S. colleges accept their credits. The University has only 30 students at the present time.

Interagency Coordination

USIS is currently sponsoring four university participant training programs: (1) LASPAU, (2) Fulbright, (3) Hubert Humphrey, and (4) CAMPUS. English is not a requirement for any of the programs, but is a factor in the choice of candidates. Candidates must take the TOEFL or ALIGU exam, and they are eligible to receive up to one semester of English in the U.S. if their scores are not adequate.

The CAMPUS Program will grant approximately 30 scholarships for 30 months of undergraduate work to applicants from twelve Salvadorean universities. Applicants must have completed three years of university study with outstanding grades. Their fields of study are to be those that are important to El Salvador: education, economics, communication, chemistry, and political science. (There are very few Salvadoreans with degrees in political science.) Participants may or may not obtain a degree.

There is no Peace Corps program in El Salvador.

El Salvador Recommendations

1. CAPS Program

The General Recommendations section of this report offers a design for ESL/Cultural Orientation programs to meet the specific needs of various categories of short and long term CAPS participants. This design is also applicable to El Salvador. The Centro Cultural in San Salvador with some program upgrading would be a viable option for supplying ELT. It is recommend that USAID El Salvador consider in-country English language training for long-term and short-term participants at the Centro Cultural. No other specific recommendations can be made for scholarship recipients since the team did not have access to the Training Plan.

2. Upgrading English Instruction in General

A. No qualified ELT professionals exist at either of the two English language training institutions. The Mission should consider granting CAPS Scholarships in the field of TEFL to key personnel.

B. Consideration should be given to the granting of a CAPS scholarship for a Masters in TEFL to an individual who could assume the position of academic director. Mr. Andrew DiMauro, an American from the School for International Training in Vermont, is the present director of courses at the Centro Cultural on a two-year contract.

EL SALVADOR OBSERVATIONS

ADULT ENGLISH LANGUAGE PROGRAMS

• American School Extension Programs	2 Observations
• Centro Cultural Salvadoreno	8 Observations
• Liceo Technologico	None

PUBLIC SCHOOLS

• Escuela General Ramon Belloso	1 Observation
• Instituto Central Senoritas	1 Observation

PRIVATE SCHOOLS

• Colegio de la Asuncion	1 Observation

UNIVERSITY

• The American University	1 Observation

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Sub-Director

PRIVATE SCHOOL

COLEGIO DE LA ASUNCION
(primary and secondary)
Sra. Elizabeth Galvez
Director

EL SALVADOR

EVALUATION OF ADULT ENGLISH LANGUAGE PROGRAMS

NAME OF PROGRAM	ADMINISTRATION	ELT QUALIFIED DIRECTION	FACILITIES	TEACHER PROFESSIONALISM		TEACHER ENGLISH PROFICIENCY	EFFECTIVENESS OF INSTRUCTION	ABILITY TO DESIGN AND IMPLEMENT CAPS PROGRAM
				PREPARATION	PERFORMANCE			
1. Centro Cultural Salvadoreno	2	3	3	2+	2+	2+	2+	2
2. American School Extension Program	3	3	3	1	2-	-	-	1
3. Liceo Technologico	1	1	1	-	-	-	-	1

LEGEND

1 - Not Satisfactory
2 - Satisfactory
3 - Good
4 - Excellent
- - Unobserved
V - Varied so much that generalization cannot be made
NA - Not Applicable

COSTA RICA

COSTA RICA

Background

The assessment team coordinator visited Costa Rica September 4-7, followed by the two researchers who were present September 19 through 28. The Costa Rica USAID Mission was particularly receptive to the regional assessment since they had made plans themselves to contract for a more modest national English language resources survey. This Mission, more than any other, provided guidance and advice regarding specific areas for investigation which would be especially helpful in their CAPS planning process. The major area of concern was whether it would be feasible to provide English language instruction regionally within Costa Rica rather than bringing all participants into the capital. A second Mission priority for the assessment was a determination of the viability of utilizing various commercial providers of English language training, because of USAID/Costa Rica's emphasis on providing support to the private sector.

Introduction

Costa Rica, often touted as the region's most strongly democratic nation, has a population of about two and one half million with an annual growth rate of 2.3%. The country is 96% Caucasian, 3% Black and 1% Indian. Spanish is the main language with a Jamaican dialect of English spoken around Puerto Limon. The adult literacy rate is 90%, the highest of the Central American countries examined on the assessment.

Role and Status of English

The English language, while enjoying no official status on a national level, is rapidly becoming the expected second language in business, professional and governmental circles. Five thousand homes subscribe to U.S. cable television, private language schools advertise "English means money", and over 9,000 people are enrolled in bilingual schools with long waiting lists. Classified ads for attractive positions frequently list English proficiency as a requirement. The Caribbean coast, heavily populated by Black descendents of Eastern Caribbean islanders imported for cane harvest and railroad construction, has always been considered an English speaking region and provides English proficient teachers to other parts of the nation. There is some concern, however, that Spanish is overtaking English in the Limon area as the region becomes less isolated and more integrated into national life.

Educational Overview

Costa Rica has funded free compulsory primary education since 1869. In 1973 the compulsory education requirement was raised to nine years of schooling, consisting of two three-year cycles which make up the primary component and another three year cycle which constitutes basic secondary schooling. Some 60% of those completing Cycle III choose to continue in one of the diversified tracks, and of those completing their secondary education most continue for some form of additional professional training. Coverage of the eligible primary school population is extremely high, 99%, while secondary school coverage (Cycle III and Diversified), is lower than desirable at 36%.

Several options for specialization at the secondary school level exist in Costa Rica as in other Central American nations. Two of the three main tracks, Academic and Artistic, are two years in duration. The third, Technical, is three years long and is further divided into Industrial, Commercial and Agricultural tracks.

With nearly a third of its national budget devoted to education, Costa Rica more than any other Central American nation is committed to providing quality schooling for its people.

English in the School System

Three periods of English and three periods of French are required of all students during the compulsory Cycle III or general basic secondary education program. The various diversified tracks require a foreign language from two periods a week (Technical, grade 11) to four (Academic and Artistic). While French is often an option, especially in urban schools, from 75% to 85% of the students elect to continue with English, citing its usefulness as a world language and the fact that so many university texts are in English. Costa Rica, to a greater extent than many Latin American nations, actually follows its published educational design, even in the rural schools. Indeed there is less difference in the quality of public education between urban and rural schools in Costa Rica than is found elsewhere.

In terms of the English proficiency of their graduates, Costa Rican secondary schools can be divided into three groups 1) the private English schools, 2) the private bilingual schools, and 3) the public schools. Those in the first category are all in San Jose (Country Day, Costa Rica Academy, Lincoln, and Marian Baker Schools). Together they expect to graduate 101 students in 1985, students assumed to be totally proficient in English. Students in the second group, the private bilingual schools, have received, in addition to daily ESL instruction, a substantial number of academic subjects offered in English, usually mathematics and science and sometimes social studies or fine arts. Schools in this category generally produce students with advanced, though not native-speaker level, English skills. The major San Jose colegios in this group are St. Frances, St. Clare, St. Judas and the Colegio Metodista, graduating a combined total of 349 students in 1985.

The third category, public schools, includes both urban and rural public schools. Unlike other Central American countries, the English level and degree of preparation of rural and urban secondary teachers is not markedly different. For example, in rural Limon twelve of the fourteen public school English teachers hold university degrees, a ratio similar to that in the capital. Rural teaching is considered more difficult, however, in that the schools are generally smaller and instructors must often cover two or more schools, sometimes in different towns, in order to schedule the minimum 32 class periods required of a full time teacher each week.

The articulated goal of most of the secondary school teachers interviewed was to prepare their students to read college textbooks in English. To achieve this, they employ a method which consists primarily of grammatical explanation in Spanish followed by written exercises. Very little oral use of English by either teacher or students was evidenced in the classes observed in Costa Rica, even when the teacher was fluent in the language. The major felt need of the

teachers themselves, however, was not methods training but textbooks, which are supposedly purchased by the parents. Texts are costly, frequently unavailable, and titles are changed too frequently to allow them to be passed on to younger siblings. Of 73 children observed in English classes in two towns outside of the capital, only four had textbooks. Consequently, most exercises were written on the board and painstakingly copied into individual notebooks. A total lack of teaching resources was in evidence; not even rudimentary visual aids were available. Teachers expressed a desire to use aids but found even posters and cue cards difficult to carry from class to class when traveling on foot or using public transportation.

Given the English teaching situation, graduating secondary public school students can be expected to still be at "beginning" level. They would thus need extensive English instruction in order to enter a U.S. academic program. This includes, of course, those Costa Rican high school students selected for the CAPS rural youth program. The public secondary school teachers who were interviewed plus those who are counterparts to the Peace Corps Volunteer who was interviewed, all had good to excellent English skills themselves. The problems in secondary school English instruction seem to lie in ineffective methodology and lack of teaching materials, including texts.

English Language Teacher Training Programs

Two universities in Costa Rica grant degrees in the teaching of English as a foreign language: the National University and the University of Costa Rica.

The University of Costa Rica, the more prestigious of the two universities, offers a four year program leading to the Bachillerato en Ensenanza de Ingles from the School of Education. A fifth year program given on five campuses leads to the Bachillerato en Ingles from the School of Modern Languages. The four year program consists of a core of English courses including grammar, composition and literature for three years, plus a three semester methodology course that includes one semester of practice teaching. The San Pedro Campus currently has about 120 students enrolled in the program and graduates about 20 bachilleres in this field per year. The English courses are offered in the College of Modern Languages, and the education courses, including the three-semester ELT Methodology course, are given by the School of Education.

The ELT program at the National University offers a four year degree in the teaching of English plus a fifth year for the Bachillerato en Literatura y Linguistica. The course of study at the National University is basically the same as the one at UCR with two main differences: (1) there is no collaboration on the interdisciplinary degree between the two departments involved, apparently because of some kind of "in-fighting", and this lack of collaboration does not enhance the quality of the program; and (2) the methodology course is very traditional and theoretical. There are 80 students currently enrolled in the program. Eighteen graduated last year. The Assessment Team was able to observe English classes at the National University and the methodology class at the University of Costa Rica. Those particular observations showed English students with an acceptable oral English proficiency.

The two universities appear to have an excellent working relationship, and have English teachers with more prestigious credentials than anywhere else in Central America. Miriam Garcia, the coordinator of the ELT Training Program at

the National University, received her MA in TEFL about 20 years ago in the U.S. She has designed and teaches an acceptable ELT Methodology course but feels a need to reestablish contact with mainstream developments in ELT and would welcome an opportunity to spend some time in a specialized study program in the U.S.

CAPS Plans and Priorities

The Mission made available the Country CAPS Training Plan for 1986-89 and the SUMMARY FY 85 CAPS PLAN. These were elaborated upon in conversations. The plan is a clear, well defined statement with two general goals: to contribute to the maintenance of peace in the region by strengthening democratic leadership linkages between Costa Rica and the U.S., and to respond to the training needs implicit in the country's reorientation toward an export-led economy. The Costa Rica CAPS program will accomplish these goals through five major programs: short-term, high school, community college, undergraduate and graduate. Each program is organized independently with its own screening and selection procedures. While contractors were not used in FY 85, the Mission expects to contract for some of the future programming, placement, support and monitoring.

The Costa Rica CAPS plan differs from others in the region in several ways. Locally generated currency is available to cover approximately 25% of total project funds over the life of the program, including in-country training costs. Younger participants are being sent through a high school program that will allow nearly 750 youths to visit the U.S. for an average stay of four months. Selection procedures in Costa Rica are very open, with broad advertisement of the program nationally and manned booths to accept applications from the general public.

The COUNTRY TRAINING PLAN states that

> "The Mission will offer in-country language training to all participants as time permits. Long term participants will receive language classes up to the intermediate level, at which stage they will be sent to the U.S. for three months of intensive English and academic preparation.... the Mission will offer English language training in-country to those [short-term] participants who are able to take the time off their jobs for such classes."

In discussions with USAID/Costa Rica, the staff seemed committed to providing at least survival skills training for short-termers. The advisability of this was evident in discussions with returned Costa Rica participants, several of whom mentioned the self-confidence that comes from being able to communicate even haltingly.

Returnees also stressed the need for an orientation to American cultural norms in order to avoid misunderstandings and promote positive feelings about American life.

The TRAINING PLAN mentions such orientation specifically and says that the binational center as well as other organizations will be investigated as possible providers of this type of program.

English Language Program Summaries

Due to heavy demand, a variety of options exist for the Costa Rican adult needing to learn English. In the capital alone there are at least ten private language schools and a very well-respected binational center English program. In the regional population centers fewer opportunities exist, private tutoring or small informal classes with an English speaker or correspondence study being the most available options.

The Assessment Team visited one regional private language school, the binational center, and San Jose commercial language schools. Informational summaries follow, and a comparative evaluation chart is included at the end of this section. Fee information is provided in some instances as a general guide for the cost of English language programs.

I. BINATIONAL CENTER

CENTRO CULTURAL COSTARRICENSE NORTEAMERICANO
Apartado 1489
San Jose, Costa Rica
Mr. Gene Preston, Director
Ms. Cathy Sellers, Academic Director
1467 Students
48 Teachers
13 Students per class (average)
Orientation: Communication
Texts: New Intercom: American Book Co.; Spectrum: Regents
8 weeks - 45 hours - ¢2,300 - ($1.02/hour)
8 weeks - 90 hours ¢3,800 - ($.83/hour)

A variety of schedules are available at different universities. Facilities are excellent with a language laboratory and teaching materials including visuals available. Both Costa Rican and American teachers are on staff and the teaching quality varies. Teachers are provided some training in communicative methodology.

II. EXTENSION PROGRAM

NATIONAL UNIVERSITY OF SAN DIEGO
Apartado 1380-1000
San Jose, Costa Rica
Mr. Carlos Marin, Dean
Russel Ayers, Teacher
Donald Snedeker, Teacher
18 Students
2 Teachers
18 Students per class
Program Orientation: Communication
Texts: Business in English: Regents; The Language of International Finance in English; The Language of International Trade in English
3 months - 108 hours - 15000 colones

The English course is a special course given under the auspices of the National University which offers an MBA in either Spanish or English. This is an effort to upgrade the English proficiency of potential MBA students. The main teacher, Mr. Snedeker, is a former English Teaching Fellow at the BNC and has a Masters in TEFL.

III. COMMERCIAL PROGRAMS

A. ALZE INSTITUTO COMERCIAL BILINGUE

Calle 2, Aves 10-12 #1031
San Jose
Sra. Hortensia Alvarez Zepeda, Owner, Director
47 Students
4 Teachers
5-7 Students per class
Program Orientation: Communication
Text: English for a Changing World: Scott Foresman
16 weeks - 6 hours per week - 35 Colones per hour
8 week summer intensive - 15 hours/week

Alze is a small family-owned and operated school providing excellent instruction. The facilities are superior with an outstanding reference library and resource room with an abundance of teaching materials. The director is certified with a U.S. background in bilingual education. The school has experience designing ESP programs. Observations revealed some of the most effective instruction seen in Central America.

B. AMERICAN BUSINESS ACADEMY

Calle Central #483
San Jose, Costa Rica
Sra. Mercedes de Salgado, Co-owner and Director
257 Students
28 Teachers
10-15 Students per class
Program Orientation: Grammar
Texts: In house texts; New Horizons: Addison Wesley; Let's Write English: American Book Co.

This institute offers a bilingual secretarial course that includes English in the first two years of a four year program. The director is not interested in CAPS students.

C. CENTRO CULTURAL LIMONENSE

Edificio de Radio Casino
Puerto Limon Eloy Watson Brown
17 Students
2 Teachers
6 Students per class
Program Orientation: NA
Text: English for a Changing World: Scott Foresnan
Three months - 36 hours - ₡1.100.00

This institute offers possibilities for individual tutoring of CAPS scholars.

D. CENTRO LINGUISTICO CONVERSA
Apto 17,1007 Centro Colon
San Jose, Costa Rica
Mr. David Kaufman, Owner and Director
75 Students
3 Full-time teachers; 12 part-time
2-5 Students per class
Program Orientation: Grammar
Texts: In-house; Essential Idioms: Regents Pronunciation Drills
Flexible Four-Five months - 4-6 hours/week $3.00 - $5.00 per contact hour (depending on size of class)
One month - 15 hours/week $3.00 - $5.00

The school offers instruction in English and Spanish, the Spanish being taught on the owner's farm outside of town. Students of Spanish are housed with local families to create a total immersion environment. All English teachers are native speakers; two are in the English language teacher training program at the University of Costa Rica. No in-service is provided the English teachers and the pre-service is only observation and informal discussion. The owner/director, with an MS in Linguistics from Georgetown University, is very flexible and personable and is willing to design an intensive immersion program at his farm. The only drawback is an outmoded methodology with strong emphasis on grammatical analysis.

E. INSTITUTO ANGLO - COSTARRICENSE DE CULTURA
Apartado 8184
San Jose 1000
Costa Rica
Philip Harris and Sharon Whittaker, Directors
David Lloyd, owner
400 Adult Students
20 Teachers
10-12 Students per class
Program Orientation: Communication
Texts: Streamline: Oxford
Four months - 3 hours/week
Two months - 6 hours/week

Instituto Anglo - Costarricense is an extremely well-organized English language school offering beginning, intermediate and advanced classes in English in addition to special proficiency classes for British examinations. The British directors are highly qualified and are training their teachers in a solid communicative student-centered approach. The Institute has an excellent resource center for teachers and a resource library for students with self-access materials.

F. INSTITUTO AUDIO VISUAL DE INGLES
Diagonal Esquina Noroeste
de La Corte Suprema de Justicia
General and Paula Cheever, Co-owners
Richard Cohen, Director
400 Students (1000 capacity)
12 Teachers
8-12 Students per class
Program Orientation: Grammar
Texts: In-house materials
One month - 1 hour per day - 20 hours 1,475 Colones

The course of study contains six levels. The six levels can be completed in six months at one hour a day, three months at two hours a day or two months at three hours a day. The Institute employs highly structured audio lingual repetitive techniques and leaves no room for student creativity. The system might be effective for those learners with little experience who come from a very structured educational background.

G. INSTITUTO INTERAMERICANO DE IDIOMAS INTENSA
Calle 33-Avenidas 5-7
Barrio Escalante
San Jose
(Apartado 8110 1000)
Bob Hayes and Bob Patterson, Co-owners
200 Students
20 Part-time Teachers
8 Students per class
Program Orientation: Grammar
Texts: English Sentence Structure: University of Michigan; New Horizons: Addison Wesley; Functions of English; English Conversation Practices
One month - 63.3 hours - 2,500 Colones

Three levels of English are offered totaling approximately 730 hours over the period of a year. The school is well-organized. Co-owners/directors have M.A.T's but no specific ELT background. Teachers are either native speakers or have native proficiency. Some have university degrees but none have special training. The school provides three weeks of pre-service training consisting of training in how to use the books, which are basically audio-lingual. The efficiency of the teaching could be increased with communicative techniques. Owner Hayes is not current in his information regarding language learning and acquisition. More important, however, is that he seems inflexible and intolerant with his students.

Adequancy of ELT Resources to Meet CAPS Needs

Costa Rica has more private language schools than any other Central American nation. They vary considerably in quality, as the evaluation sheet in

the last section indicates, but several of them offer distinct possibilities for use in the Mission's CAPS program. This would reaffirm the Mission's committment to strengthening Costa Rica's private sector. In all cases, extensive teacher training would be needed and with most of the schools help in the design phase of the project would be essential.

The binational center has done an excellent job of providing English and cultural orientation to one CAPS group already and has the TEFL expertise, in the Director of Courses, to design and implement programs with other requirements. The amount of lead time needed by an institution with a program as large and as structured as the Centro Cultural Costarricense Norteamericano is certainly greater than that of some of the private schools, but the BNC has greater teacher resources. The great majority of BNC teachers would need in-service training in communicative methods of language instruction if they were to be used in the program.

Interagency Coordination

Costa Rica is the only Central American country in which the Peace Corps is formally involved in English language teaching, although Volunteers throughout the region commonly teach as a secondary project. The English Education group consists of fifteen volunteers, none with ESL degrees and only two with prior English language teaching experience, who are working primarily with experienced but untrained rural teachers. They provide an oral model for students and teachers, organize conversation clubs, tutor informally and offer ideas to teachers where appropriate. The Volunteers received a very sketchy pre-service training in ELT methodology, but they are motivated and enthusiastic. A suggestion for using these Volunteers in the preparation of CAPS participants is found in the recommendations section to follow.

USIS/Costa Rica expects to send 25 CAMPUS scholars this year for U.S. undergraduate degree programs. They try to require a 500 TOEFL score prior to entry, but also allow for English language instruction in the States if necessary. USIS is committed to faculty upgrading at the local universities through the Fulbright and LASPAU programs. USIS and AID will need to coordinate their selection procedures carefully in order to avoid targeting the same populations since there could be overlap in the content areas of CAPS undergraduates and CAMPUS scholarship recipients. Some posts are experimenting with a joint application form since the agencies know better than the candidates which program is appropriate for any given person. Close USIS/USAID coordination is also needed in ensuring effective use of the binational center for CAPS training. Clear channels of communication and decision making authority need to be defined.

Costa Rica Recommendations

The general recommendations section of this paper offers a design for ESL/Cultural Orientation programs to meet the specific needs of various categories of short and long term CAPS participants. This design seems well suited to the Costa Rican CAPS plan with the following additions and variations.

1. Costa Rica has an estimated 50,000 resident U.S. citizens, most in the Central Plateau. They offer an excellent resource which could be tapped to

provide a true immersion English program for CAPS participants. Two language schools, the binational center and CONVERSA, have experience setting up homestay programs and could implement such a program. CONVERSA, using its farm in the Santa Ana area, is prepared to house all students with nearby American families and transport them daily to their nearby training center. Formal classes at the center combined with supervised study time and structured acquisition activities (movies, sports, parties -- all in English) could provide an optimal learning situation.

2. A particular concern of the Costa Rica USAID Mission is the possibility of regionalizing language/cultural training in order to avoid the necessity of bringing participants to the capital city. This seems to be of particular interest in the case of long term participants who may be chosen but who need to remain on the job in a rural area for some time before program start-up.

   No adequate ELT institutions were found (or recommended by others) outside of San Jose during the team's visit. However, a tutoring option exists for the type of candidate described. With a carefully designed packet of materials (texts, workbook, audio tapes, self and tutor guide), CAPS candidates might take advantage of native English speakers in their area to provide English tutoring on a limited basis, funded by AID. To be cost-effective such study would involve several hours of structured individual work with the materials for each hour spent with the tutor; hence the need for a written guide.

   Peace Corps volunteers might be prevailed upon to provide English instruction as a secondary project, either to individuals or to CAPS groups selected from their areas. Since volunteers are free to choose their own after-hours projects, encouragement might be offered in the form of a small ELT reference library for each PCV willing to tutor AID participants. This would be especially appropriate for Volunteers in the English Education project. Very practical books with communicative techniques, language games, one general ESL reference, and abundant visual aids would make a good basic library. This recommendation is not costly since PCV's cannot be paid for their services. All of the nine regional centers mentioned by AID Costa Rica as optimal for language training have an English Education Project Peace Corps Volunteer assigned there.

3. The teenager program is unique among CAPS projects and their English preparation needs are equally different. An immersion program is particularly well suited to teenagers because of their generally high energy level and response to the recreational and social language acquisition activities. The team recommends that an immersion program, in which students are housed with American families if possible, be provided this group. If it is decided to conduct the program outside of the capital, as has been mentioned, AID should contact PANAJURU, an organization in Panama which has organized and implemented such a program. PANAJURU provided a group of rural Panamanian youth bound for the states in a 4-H type program with seven weeks of intensive English in an isolated rural setting. They may be contacted at the following address:

   Senor Eduardo Valdes E., Presidente
   PANAJURU
   Apartado Postal 2717
   Panama 3, Rep. de Panama

COSTA RICA OBSERVATIONS

ENGLISH LANGUAGE PROGRAMS

• Alze	4 Observations
• American Business Academy	3 Observations
• Conversa	2 Observations
• Instituto Anglo Costarrcense de Cultura	4 Observations
• Instituto Audio-Visual de Ingles	3 Observations
• BNC	6 Observations
• Intensa	3 Observations
• National University Business English	1 Observation

UNIVERSITY

• National University (English Degree)	2 Observations
• University of Costa Rica (Methodology	1 Observation

PUBLIC SCHOOLS

• Colegio de Santa Ana	1 Observation
• Colegio Diurro de Limon	1 Observation
• Colegio Superior de Senoritas	1 Observation

COSTA RICA CONTACTS

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PEACE CORPS

Angel Caban
Director

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Robert Kerwawy
PCV Limon

BNC

Cathie Sellers
Academic Director

MINISTRY OF EDUCATION

Enio Viquez Rodriguez
Director, Division of Operations

Guillermo Gonzalez
Coordinator of English Language
Instruction

UNIVERSITIES

UNIVERSITY OF COSTA RICA
Sra. Miriam Garcia
Coordinator of English Teaching
Program

NATIONAL UNIVERSITY
Sr. Oscar Masis
Director
School of Literature and Linguistics

NATIONAL UNIVERSITY
Sr. Carlos Manin
Dean

COMMERCIAL LANGUAGE SCHOOLS

Ms. Eloy Watson Brown, Director	Centro Cultural Limonense
Mr. Richard Cohen, Director	Institute Audio-Visual de ingles
Mr. Philip Harris, Director	Instituto Anglo Costarrcense de Cultura
Mr. David Kaufman, Owner/Director Conversa	Intensa
	American Business Academy
Mr. Bob Hayes, Owner/Director	National Business Academy
Dra. Mercedes de Salgado, Owner/Director	National University
Mr. Don Snedeker, English Coordinator	Institute Anglo Costarrcense de Cultural
Ms. Sharon Whittaker, Director	Alze
Sra. Hortensia Alvarex-Zepeda, Owner/ Director	

PUBLIC SCHOOLS

Profesora Ann Sanabrin	Colegio Superior de Senoritas
Professor Johnny Ovares	Colegio de Santa Ana
Profesora Virginia Sewell	Colegio Diurno de Limon

COSTA RICA
EVALUATION OF ADULT ENGLISH LANGUAGE PROGRAMS

NAME OF PROGRAM	ADMINISTRATION	ELT QUALIFIED DIRECTION	FACILITIES	TEACHER PROFESSIONALISM		TEACHER ENGLISH PROFICIENCY	EFFECTIVENESS OF INSTRUCTION	ABILITY TO DESIGN AND IMPLEMENT CAPS PROGRAM
				PREPARATION	PERFORMANCE			
1. Centro-Cultural Costarricense Norteamericano (ENC)	3	3	4	3	2+	3-	2+	3-
2. National University-Business English	-	3	2	3	4	4	3	3
3. Alze Instituto Commercial Bilingue	3	3	2	3	3	2	3	
4. American Business Academy	3	1	2	1	1	2	1	1
5. Centro Cultural Limonense	1	1	1	1	1	1	-	1
6. Centro Linguistico Conversa	2	3	3	1	2	3	1	1
7. Instituto Anglo-Costarricense de Cultura	4	4	4	3	3	4	3+	NA
8. Instituto Audio Visual de Ingles	3	1	3	1	2	2	2-	1+
9. Intensa	1	1	2	1	1	1	1	1

2 - Satisfactory
3 - Good
4 - Excellent
- - Unobserved
V - Varied so much that generalization cannot be made
NA - Not Applicable

PANAMA

Background

The Assessment Coordinator was in Panama from September 8 through September 10, making initial contacts and establishing priorities. The Assessment Team arrived September 29 and remained in the country through October 9.

The day after the team arrived, the President of the country was replaced by the Vice-President. Considerable unrest was present in the country because of the unresolved assassination of Dr. Spadafora. Characterizing this situation were teachers' strikes, government school closings and minimal communication between USAID Panama and Ministry level officials. Additionally, this particular time period coincided with university examinations and the semester break. Although the Team was able to gather data specifically related to CAPS/Panama plans and priorities, it was impossible to reach conclusions regarding certain components of the education sector because of the tense political and social atmosphere. It was possible to investigate English language programs of three universities (extension programs), a commercial language school, two private voluntary organizations, a Panamanian government agency, two Panamanian universities and one branch campus, and three schools, two public and one private.

Introduction

Panama, with an estimated population of 2.18 million as of mid-1985, has an annual growth rate of 1.8%. Mestizos predominate at 70% of the population with West Indian, Caucasian and Indian ethnic representations at 14%, 10%, and 6% respectively. Spanish is the official language, but 14% of the population speak English as their native tongue. There are also various Indian languages.

Role and Status of English

The role of English is probably given more importance in Panama than in any other Central American country. Geographically, Panama is the crossroads of the Americas and because of the Panama Canal, Panama has developed into one of the most important trade and commercial centers in Latin America. Due to these circumstances, English has become the lingua franca in Panama. In the Panama Canal Zone, English has been used exclusively and there are a number of Panamanians whose first language is English and second language Spanish because they were born and raised in the Zone. English is the language of international shipping and is essential for the administration of the Canal. The Panama Canal Commission has thousands of employees and a major criterion for employment is good English language skills.

The English language receives considerable media exposure through several radio stations. One television station is operated by the U.S. Southern Command Network, an affiliate of the Armed Forces Radio and Television Services (AFRTS). Although the broadcasting is intended for U.S. Military personnel and dependents, there is purportedly a large Panamanian audience.

The official Panamanian stance toward English language education has shifted drastically over the last decade. During times of nationalistic fervor, English was down-played, but during the U.S./Panamanian rapprochement, the importance of English has been more broadly acknowledged.

Educational Overview

The Ministry of Education oversees primary, secondary and tertiary education in Panama. Education is obligatory through grade nine. According to USAID's most recent Economics and Social Data Sheet, the enrollment rates in primary, secondary, and tertiary education were 88.2%, 65.5%, and 22.6% respectively, significantly higher than in other Central American countries.

The system is organized into pre-primary (under six years of age), two cycles of primary grades (1-6), and two cycles of secondary education (7-9 and 10-12). The first nine years are designated General Basic Education. The first cycle of secondary school, grades 7-9, consists of basic studies and is generally uniform for all students. The secondary education curriculum in the second cycle provides studies in four general areas: (1) academic, (2) technical, (3) professional, and (4) normal.

The Government of Panama spends as much on tertiary education as it does for all public secondary education, attaching high priority to the education of young adults. Panama has two public universities, one private university, and a number of non-university higher education institutions. The University of Panama, with five regional campuses and the main campus in Panama City, has a current enrollment of approximately 36,000 students. The other public university, the Technological University with seven regional campuses and the main campus in Panama City, has an enrollment of approximately 9,000. The private University Santa Maria La Antigua (sometimes called the Catholic University) with its main campus also in Panama City and two branch campuses, has an enrollment of approximately 5,000 students.

Three other higher education institutions deserve mention. Two are especially significant because they serve relatively large audiences. The Panama Canal College, the only United States Department of Defense junior college in existence, serves 1,200 students, about 35% non-US; and Florida State University has an enrollment of approximately 620. The third institution, Nova University, is a private U.S. university with a very small enrollment, but it is significant because it offers a Masters Degree in the Teaching of English as a Foreign Language.

English in the School System

Officially, the teaching of English begins in grades five or six of primary school and continues as a required subject through high school.

Two hours a week are required in grades five and six of primary school, four hours a week in grades seven through nine, and three hours a week in the second cycle. The Ministry of Education, however, is unable to provide sufficient numbers of English teachers to teach English in primary schools throughout the country; consequently, it is only in urban areas that the English teaching requirement in grades five and six can be met.

In 1976, the English curriculum was revised under the coordination of Dr. Pedro Cohen, Ph.D in Linguistics, from the University of Texas at Austin. The goal of the revised English program is "for students to be able to function in English in normal situations and understand the culture of English speaking peoples." The philosophy of the new English curriculum is progressive in theory,

emphasizing the creative use of language and de-emphasizing mechanized learning. In practice, however, while the plan suggests some communicative activities, it relies heavily on audio-lingual techniques and the teacher-centered classroom.

The approach to the teaching of English, according to Coordinator Dr. Cohen, should be eclectic as no one method can satisfy the diverse learning styles of all students. Accordingly, it was decided not to adopt a single text, but to approve various books. Teachers choose their textbooks from a ten-year old list of six approved books including English for Today, Lado, Modern American English, and Let's Learn English. The curriculum, which serves grades 7-12, represents an ambitious course of study, thoroughly covering a structural syllabus and including writing conventions.

According to interviews with various English language professionals, many English teachers are not satisfied with the official program described in the above sections. They believe that teachers do not know how to teach using the English curriculum as a guide, nor do they have adequate ELT expertise to select the most appropriate book.

Approximately 75% of those teaching English are uncertified. The system does not train enough qualified teachers to meet the demand. Consequently, many English teachers are hired who are not prepared to teach English and who do not have the necessary oral English proficiency. Rural schools and technical institutes often teach little or no English. Many English students in the teacher training program at the University of Panama drop out as they can find better paying employment in the private sector. Those who do stay with the program and go on to teach in the school system are often quickly demoralized by the adverse teaching conditions. There is little support from the Ministry of Education in the way of resources or expertise. Furthermore, there is very little coordination among English teachers and no supervision; the English teachers must rely basically on their own resources.

The assessment team interviewed English language professionals at two Panamanian universities regarding their required English programs. La Universidad de Santa Maria La Antigua offers English in their School of Foreign Languages. The English requirement, which is determined by each school, varies, and only two schools - The School of Law and Political Science and The School of Structural Architecture - do not require English. Courses include two general English courses and English for special purposes courses related to each school. The University of Panama requires two semesters of English for most majors and three for business and secretary majors. The goal is reading comprehension and students are divided into either humanities or science sections.

English Language Teacher Training Programs

Two English language teacher training programs exist in Panama: a public program at The University of Panama and a private program at Nova University.

The University of Panama offers a four year licenciatura program in English granted by the department of humanties. A fifth year made up of seven education courses is required to attain the Profesorado in English, or the teaching certificate (in Panama the Profesorado degree is higher than the degree of licenciatura). The entire program includes one year of general studies, three years of English and one year of education courses which includes a two-semester Methodology course.

The attrition rate of those beginning the licenciatura program in English is high; because of inadequate English preparation in secondary school, many students find the program too difficult and change majors. The English and teacher certification program is offered at the main campus and at five regional centers with a total current enrollment of approximately 800 students; fewer than one hundred students graduate each year.

The Panama Center of NOVA University of Fort Lauderdale, an American university accredited by the U.S. Southern Association that offers field based programs in twenty-eight states and Jamaica and Colombia, offers a Masters in Applied Linguistics and Teaching English as a Second Language. The course work is offered in weekend modules. The program, which costs approximately $5,000 and was designed by Dr. Pedro Cohen, consists of 36 credits or 12 courses. It is taught predominately by U.S. faculty holding advanced degrees but there are several local teachers as well (Dr. Pedro Cohen, Ph.D, and Ms. Nancy Boss, M.A.T.). The program was initiated in 1982 and, by the end of 1985, eleven students will have received their degrees.

CAPS Plans and Priorities

The USAID Panama Central American Peace Scholarships Five-Year Training Plan, more than any other mission, has as its first priority the countering of Bloc influence. Over the five-year period 1985-90, the Panama Mission will send 1,250 CAPS Scholars, 400 long term and 850 short term for training in the United States from the following three categories: (1) Bloc-influenced groups, (2) opinion leaders, and (3) key development personnel. One hundred seventy-five participants will be selected for long term, four-year undergraduate programs. They will be chosen on the basis of personal and social characteristics including disadvantaged status. The remaining long term (two-year undergraduate and graduate) and the short term participants will be chosen on the basis of the three criteria listed above.

Recruitment of long term candidates will be conducted through open advertising, while short term candidates will be identified by USAID, the Embassy and USIS with assistance from Panamanian organizations, individuals, representatives from key private sector, civic and church groups, and educational institutions. Final selection will be made by a committee with representatives from USAID/Panama, the Embassy, USIS, and the U.S. contractor.

Management for the program will be as follows:

> The Mission will retain responsibility for the overall management of the program and for the final selection of all trainees. It plans to increase its training office staff and engage a contractor to help promote the CAPS Program, identify candidates, screen applicants, oversee preparatory in-country training, arrange travel, coordinate with the AID/W Contractor on training arrangements and arrange follow-up placement and group activities for returned trainees.

The Mission envisions providing in-country English preparatory training for its long term participants. It forsees up to one year of English language training that will include cultural orientation, remediation, and academic study preparation. Further, the Mission envisions a residential immersion type of

environment in which participants will be exposed to as much English as possible. To accomplish the above training, the Mission expects to contract with the Panama Canal College, because it has excellent facilities and because it would be expedient to contract with another United States government agency.

The Mission has targeted three groups to receive special English training under their CAPS grants: (1) fifty English teachers from public and private institutions (excluding university level) will be given nine months of training in English as a second language and U.S. history and literature; (2) fifteen professors of English from Panamanian universities will be offered two years of graduate study; and (3) forty tugboat captain pilots for the Panama Canal Commission will be sent to the U.S. for six to nine months of English language training.

The Panama Mission specifically requested that the assessment team examine three institutions: (1) the Panama Canal College because it has a good reputation and, as it is a U.S. Government agency, USAID believed a complicated and lengthy proposal process for obtaining the services of an English training facility for CAPS scholars could be avoided. (2) Florida State University because it had already expressed interest in training CAPS participants; and (3) Panajuru, a private voluntary organization which had done a seven-week English language program for rural youth receiving scholarships for a 4-H type program. The Mission wanted feedback on the effectiveness of their program.

English Language Program Summaries

English language instruction for adults is available in Panama through: (1) extension programs at higher education institutions; (2) one non-profit organization; (3) various commercial programs; and (4) the Panama Canal Commission, representing a limited audience but important because of the nature of that audience. Program descriptions and explanations follow. In some cases program fees have been included to provide general guidelines on program cost.

I. EXTENSION PROGRAMS

A. FLORIDA STATE UNIVERSITY ESL COURSES
Edificio 808 Albrook
APO Miami 34002
Dr. Jorge Luis Quiros, Resident Director
Ms. Melva Lowe de Goodin, Assistant Professor & Coordinator
English as a Second Language
120 Students
15 Instructors
10 Students per class (average)
Program Orientation: Individual Studies/Academic preparation
Texts: Bridges; English 2200, 2600, and 3200
Harcourt, Brace Jovanovich; SRA and LINC materials.
9 weeks - 45 hrs.

The Florida State program is a highly structured and individualized academic English program designed to prepare students for university-level work. The two-year, 1450 hour, ten-level program is designed for maximum student study outside of class with teacher

monitoring and guidance in class. Class periods are divided into thirds: reading/writing, grammar, and conversation. After students have completed six levels, they are channelled into math and science classes. All teachers have U.S. certification and are native speakers of English.

B. NOVA UNIVERSITY ESL CLASSES
Apartado 3318
Balboa, Panama
Ms. Patricia Earle, Teacher and Director of ESL Program
80 Students
6 Teachers
10-12 Students per class
Program Orientation: Communication in theory only; grammar translation in practice
TEXT: Spectrum: Regents
10 weeks - 60 hours - $195.00 ($2.00 per contact hour)

A new U.S. affiliated university, Nova offers adult English language courses in an extension program. The program requires a secondary school background and teaches primarily work-related ESL. Facilities are borrowed rooms in a local private high school. Teachers must have a BA (most have MA's) and previous teaching experience. All are native speakers of English; most are Panamanians.

C. PANAMA CANAL COLLEGE
DOD, Panama Region
APO Miami 34002
Mr. Ralph Howell, Director of ESL Program
270 Students
20 Part-time teachers
20 Students per class (average)
Program Orientation: Grammar
TEXTS: In Touch: Longman; New Horizons: Addison-Wesley; Side by Side: Prentice Hall
9 weeks - 72 hours - $164.00
18 weeks - 72 hours - $164.00

The Panama Canal College offers a six-level ESL-extension (non-credit) program in seventy-two hour, nine week or eighteen week terms. The college has excellent facilities and resources. All ESL teachers have U.S. certification but no ELT training. No ELT in-service training is provided for teachers.

II. NON-PROFIT ORGANIZATION

BALBOA YMCA
APTO 3675
Panama
Mr. Frank De Abate, Director
Mrs. Lors de Garcia, Director, English program

1000 Students per semester - 1500 in summer
10-12 Teachers
25-27 Students per class
Program Orientation: Grammar
TEXTS: Exercise in English Conversation; Essential Idioms: Regents.
10 weeks 52 hours $50.00

The Balboa YMCA is a private non-profit organization reaching the lower and middle income groups. It has been providing English instruction for thirty-four years. Nine levels are taught through a combination of grammar translation and audio-lingual techniques. Teachers are Panamanians who are extremely proficient in English. Ninety percent of the teachers are working in other schools on which the YMCA relies for its teacher training. The YMCA also offers other adult education courses.

III. COMMERCIAL PROGRAM

THE OXFORD SCHOOL
Calle Samuel Lewis Y Gerardo Ortega No. 12
Panama City
Mr. Henry Gornel, Business Director
Ms. Sheila See, Counselor and Director of Other Services
300 Students
20-25 Teachers
8-15 Students per class
Program Orientation: Communication
Texts: Streamline: Oxford
8 weeks - 45 hours - $170.00 ($3.40 per contact hour)
8 weeks - 60 hours - $205.00 ($3.80 per contact hour)

The Oxford School is a recently-founded private English language school directed by three knowledgeable owners/managers. It offers an innovative program with high quality instruction. English classes are offered for children and adults in both general and special areas, reinforced by extra-curricular activities. The school's outstanding teachers are hired on the basis of English proficiency and their creativity and dynamism. Ninety percent are native English speakers, but most are untrained in English language teaching. The Oxford School provides a thirty-hour pre-service training program and on-going in-service training.

Two additional institutions, the Panama Canal Commission and PANAJURU, while not accessible to the general adult population and perhaps not germane to potential CAPS scholars, are important to a complete picture of ELT profiders in Panama.

IV. PANAMA CANAL COMMISSION
Human Resources Department
Panama
Ms. Judy Baerg, Director of Plans and Programs
Mr. Ricardo Varela, Associate Director
35 Students
4 Teachers including coordinator
13-35 Students per class
Program Orientation: Grammar
TEXT: The New English Course: ELS

10 weeks	300 hours	In-house - no fee
10 weeks	80 hours	In-house - no fee
10 weeks	20 hours	In-house - no fee

The Bilateral Commission provides immersion, intensive and sub-intensive ESL classes for employees and trainees deficient in English. The 35 students currently enrolled in intensive English classes study six hours a day, four in formal classes and two in the language laboratory. Computers are available and will be used when appropriate language teaching software is purchased soon. The New English Course (Cornelius, English Language Services Press) is used as a text and the method is essentially audiolingual, taught by instructors with a bias toward Defense Language Institute methods. The entire group of 35 is together for two hours daily of technical English, primarily job-oriented terminology. The remainder of the class time they are divided into smaller, leveled groups. The four instructors, including one who is currently serving as coordinator of the English classes, also provide weekly in-service classes for pilots and mate trainees, in addition to teaching the intensive classes.

The Panama Canal Commission, made up of Panamanian and American members in a ratio that changes forumlaicly over the coming years, is charged with operating and maintaining the Panama Canal. Since English is the language of international shipping, virtually all Commission employees are required to have both oral and written skills in the language, with certain occupational groups requiring higher proficiency levels.

A very extensive training program serves the Commission's employees, occupying a separate complex with the latest in high technology equipment to support regular training, not only in language but also in the technical areas. An important clause in the Commission's charter forbids it to provide training services to anyone not employed by the Commission, so they are unable to train candidates prior to hiring. Consequently, people are frequently hired at low English levels and then placed in language training for several weeks or even months before they can assume their occupational duties. This is both costly and inefficient for the Commission, since it requires a projection of job vacancies far in advance, and factors of attrition and the variable length of time to achieve a required proficiency level are hard to calculate. The Commission is particularly interested in exploring ways in which AID might increase the English language proficiency of the pool of candidates from which it selects employees. Since a great many are graduates of the National Nautical School, investment either in upgrading the English program there or in providing intensive English to those graduates interested in applying for Panama Canal Commission positions offer possibilities for AID involvement.

Ms. Judy Baerg, Plans and Program Director for the Human Resources Development Staff, indentified three groups for whom English language training was especially important.

1. Tug boat trainees, who will need excellent understanding and speaking skills.

2. Financial management professionals such as budget analysts, who will need excellent written skills.

3. Young people who will be attending nautical schools in the U.S. and so will need the oral and written skills necessary for academic study.

The Patronato Nacional De La Juventud Rural Panamena (PANAJURU)

PANAJURU is a private voluntary organization providing scholarships (some of which are AID-sponsored) and agricultural loans to disadvantaged rural youth. It conducted one seven week ELT program for rural Panamanian youth from secondary agricultural schools slated for U.S. agricultural homestays. The program was designed and coordinated by Dr. Pedro Cohen for fifty young adult students ages 17-25, including five females. The goal of the program was functional proficiency in English, including some technical English, with approximately 45 hours of cultural orientation integrated into the English curriculum. The program was conducted by four teachers working on their Masters in Linguistics at the University of Panama. They were assisted by four volunteers from the United States. Students studied in a total English environment at a rented hotel approximately two hours from Panama City. Based on a 71-hour week, students spent 34 hours actually studying English and approximately 37 hours in various supplementary and informal language acquisition activities (movies, discussions, social activities, cards, ping pong, sports, etc.). Interview data indicates that a communicative approach was used (Spectrum). Teachers were paid top rates of between $15.00 -$20.00 per hour.

Adequacy of ELT Resources to meet CAPS Needs

The use of Panama Canal College for English language training for CAPS participants offers advantages and disadvantages. The advantages are: (1) the facilities are outstanding, (2) there are sufficient classrooms, dormitories, a gym and a sports field, and (3) facilities for the installation of a food service operation are available. Additionally, there are adequate support resources, such as a complete library including microfiche, a listening laboratory, audio-visual equipment and two computer rooms. Also, the college setting provides many opportunities for the use of English; there are organized dances, parties and outings and an opportunity for informal hallway interaction in English. The Panama Canal College closely resembles a U.S. setting and thus presents the opportunity to create a total immersion program. Finally, because the Panama Canal College is a Department of Defense school, to obtain its services would not entail a long bidding process.

The initiation of such a CAPS English language training program might help to define a future role for the college. As it is now, the Panama Canal College exists to serve Department of Defense dependents of a declining number of Americans whose presence will terminate at the end of the century. Strengthening the college now could help assure a new role in the future.

Two disadvantages exist regarding the use of the Panama Canal College. Firstly, the Department of Defense bureaucracy is accustomed only to dealing with secondary schools and must follow restrictive criteria in the operation of the College and in the hiring of staff, who must be American. Secondly, the present ESL staff was hired on the basis of the DOD criteria which do not include ELT credentials. If the decision is made to use the Panama Canal College, negotiation should be initiated immediately since the process could be a lengthy one. It is imperative that there be sufficient freedom from current DOD restrictions to insure adequate program design and teacher hiring criteria that meet the special needs of an English language program.

Florida State University does not present the same advantages as the Panama Canal College. However, the ESL program, which prepares students for university study under the direction of Ms. Melva Lowe de Goodin, is an individualized "self-access" program with teacher monitoring and guidance. The program is effective and could serve as the basis for the academic portion of the English language training for the CAPS scholars.

One other institution, the Oxford School, deserves mention. The Oxford School is a highly structured and well-conceived commercial school directed by three well-qualified individuals. One in particular, Mr. Malcolm Griggs, is probably the most knowledgeable TEFL person that the assessment team encountered in Central America. Instruction at the school is highly communicative, with pair and small group work. In addition, a high degree of student interaction and quality instruction was in evidence. Although the school does not have adequate facilities for a CAPS program, school personnel are interested in developing new programs and could provide assistance to meet CAPS' program needs.

Panama, more than any other Central American country, has a number of ELT professionals. The following list identifies those professionals and tells briefly how they might be of use.

Key English Language Professionals In Panama For Possible Use In CAPS Training

Dr. Pedro Cohen	- PhD University of Texas in Second Language Education, recently retired from University of Panama. Designed MA program in Applied Linguistics at NOVA; gives seminars for Regents Publishing throughout Latin America. Knowledgeable, up-to-date. Good for teacher training, development of ESL program content and organization.
Mr. Malcom Griggs	- Academic Director at the Oxford School. Solid TEFL background, good ideas on teacher training and supervision, curriculum and program design.
Ms. Madge Giddins	- Teacher in NOVA ESL program; MA in Applied Linguistics. Excellent instructor; probably good as teacher trainer.

Mrs. Melva Lowe de Goodin - Coordinator of the Florida State University ESL program. Very well organized, knowledgeable regarding advanced ESL for academic purposes, college prep.

Mr. Ralph Howell - Current coordinator of Panama Canal College ESL program. Good instructor of advanced ESL writing class.

Interagency Coordination

Several Panamanian education officials have expressed interest in renewed Peace Corps participation in Panama. The team coordinator was asked by Peace Corps officials to follow-up on a letter which had been sent to the Ministry of Education in which they stated that Peace Corps would be pleased to respond to a request for volunteers to work in the school system as co-teachers and resource people and for other volunteers to work as teacher trainers. The Vice Minister of Education, Dr. Jorge Arosemena, said that although the letter had not been received, Panama would be interested in Peace Corps assistance, and thought it was politically feasible to invite the Peace Corps back to Panama in the near future. Dr. Arosemena acknowledged Panama's need for assistance with English language training if the country were to be prepared to operate the Panama Canal in the year 2000. He requested that a second letter be addressed to the Minister with a copy mailed separately to him. In a separate discussion, Mr. Fernando Manfredo, Deputy Director of the Panama Canal Commission, agreed on the urgent need for an upgrading of English language training in the country. He too felt it would be politically feasible to invite the Peace Corps back at this time and said he would raise the matter with the President when he next saw him. Several days later, the President was unseated.

USIS Panama is very interested in coordination with AID regarding the advertising for and processing of scholarship recipients. Further, if an intensive English language CAPS program were to be organized in Panama under AID auspices, USIS would be inclined to make use of the facility for its CAMPUS scholars. USIS also suggested that they could contribute the services of their prospective Regional English Teaching Officer.

USIS Panama, understanding the pivotal role of English to the future of Panama, hopes to include TESL (Teaching of English as a Second Language) scholars under their CAMPUS and Fulbright programs, six undergraduates and one PhD, respectively.

The Public Affairs Officer is very interested in the Panama Canal College. She believes that the college has great potential to fill an educational role in Panama. Her idea is that the college could be an English language teaching center for Central America serving CAPS and CAMPUS scholars and American military now going to Fort Benning for ELT. In order to further the idea of using the college for ELT purposes, she suggested approaching General Galvin, the head of the Southern Command.

Panama Recommendations

If the Mission is able to contract with the Panama Canal College, the team recommends that:

- the program design permit implementation by stages. Competent consultants should be employed during the design phase;

- two people be employed full-time: an administrative director with excellent managerial skills and a general foundation in TEFL and an academic director with strong TEFL teacher training and supervision experience;

- instructors be hired on an hourly basis and brought into the program full-time as they prove themselves. Hire should be based on ESL teaching ability -- not on credentials or citizenship. Plan on extensive pre and in-service teacher training/orientation;

- two types of orientation to American culture be offered -- one aimed at the short-termer, integrated with language study, and the other geared to adaptation to U.S. academic use for the university student. The latter should make use of the PCC library, computers and other services; and

- provide remedial math and science for undergraduate students as determined necessary through use of Spanish language SAT tests.

Recommendations for Immersion English/Cultural Orientation for Short Term Participants:

- Allow from 1 to 2 week program for short term participants.

- House students (preferably) with American families, or else in dorm facilities.

- Provide 5 hours a day of structured language classes, including cultural orientation.

- Allow one to two hours of individualized study time, with counselor available for questions, for written homework, library time, magazine reading, English conversation, audio or videotape work.

- Provide daily structured language acquisition through recreation activities such as: team sports, board games, video movies, talent shows, skit night; and opportunities for interaction with English speakers from the College through dances, parties, contests, and games.

- Meals (when not eating with families) that include typical American fare.

- Insistence on English at all hours, with careful explanation of the philosophy and rationale provided in Spanish before the program begins.

- Structure formal language part of program around specific conversational needs with a situational, not a grammatical focus. Include such topics as shopping, using a laundromat, vending machines, etc.; starting a conversation with an American on the street, at a gathering, etc. Discuss acceptable and taboo topics, nonverbal communication, using the

post office, a bank, a public telephone; asking for information and directions.

Training for Long Term Academic Program Participants

- Provide two types of training: immersion, live-in program if participants are studying full-time and a 10-hour/weekly program for participants who are still employed or studying. (If full-time, use the hours beyond formal study time for language acquisition activities.)

- Provide initial English training in-country for those participants below a high intermediate level (450 TOEFL). In-country training

  -- is more cost effective,

  -- affords an opportunity for teachers to judge participants' language learning ability and thus avoids possible attrition in the U.S. program,

  -- provides an opportunity for remedial work in math and science if necessary,

  -- provides an opportunity for orientation to American culture to help prevent culture shock.

- Provide final language training in the U.S. up to the TOEFL score required for each individual's program:

  -- Participants should, if possible, attend the language institute at the school they will attend for academic training, for stability and also to allow integration of ESL and academic courses gradually rather than providing only English and then a full academic program.

  -- Allowing a "topping off" in English in the U.S. provides the candidate with extra confidence, even when the TOEFL score is already supposedly high enough to allow full-time academic work.

PANAMA OBSERVATIONS

ADULT LANGUAGE PROGRAMS

° Nova University ESL Classes	3 Observations
° Oxford School	3 Observations
° Panama Canal College	6 Observations
° Panama Canal Commission	2 Observations

SECONDARY SCHOOLS

Instituto David in David	2 Observations
Colegio Felix Ovares in David	2 Observations

PRIVATE SCHOOL

Instituto Cultural Libre Americano	1 Observation

PANAMA CONTACTS

USAID

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Program Officer

Mr. Michael Hacker
Chief
Office of Development Resources

Ms. Aurita Oton
Training Officer

Mr. Allan Broehl
Acting Chief
Private Sector Officer
Human Resources Development Officer

Mr. Stephen Pulasky
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USIS

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Mr. Terrence Kneebone
Cultural Affairs Officer

Mr. Roy Glover
Assistant Cultural Officer

Ms. Teresita Appin
Cultural Assistant

MINISTRY OF EDUCATION

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Vice Minister of Education

Ms. Marcia Gittens
Supervisor of Secondary Education

Josepha Maria Prado
Asesor, Relaciones Internacionales

UNIVERSITY OF PANAMA

Lic. Gloria Ho
Chairperson, English Department

Dr. Adolfo Bishop
Academic Coordinator, English Department

UNIVERSITY CENTER AT CHIRIQUI, DAVID

Prof. Roque Lagortta
Director

Sra. Hilda Pitti
Coordinator, Regional English Program

Prof. Christine de Alvarado
English Department

Dra. Ruby Ferguson
English Department

SANTA MARIA LA ANTIQUA UNIVERSITY

Sra. Amarillis Tissero, MA
Coordinator, Foreign Language Department

OTHER INSTITUTIONS OF HIGHER LEARNING - EXTENSION PROGRAMS

NOVA UNIVERSITY
Dr. Pedro Cohen
Professor and Architect of Masters' in TEFL

FLORIDA STATE UNIVERSITY
Ms. Melva Lowe de Goodin
Assistant Professor/ESL Coordinator

PANAMA CANAL COLLEGE
Dr. Ted Corin
Assistant Dean

PANAMA CANAL COLLEGE
Mr. Ralph Howell
ESL Coordinator

NOVA UNIVERSITY
Ms. Patricia Earle
Director, ESL Program

FLORIDA STATE UNIVERSITY
Dr. Jorge Luis Quiros
Resident Director

NOVA UNIVERSITY - PANAMA CANAL CAMPUS
Dr. Martin Taylor
Director

NON-PROFIT INSTITUTIONS

BALBOA YMCA
Mr. Frank De Abate, Director
Mrs. Lors de Garcia, Director of English Program

COMMERCIAL PROGRAMS

AMERICAN LANGUAGE ACADEMY
Mr. Terrence Ford
Educational Representative

OXFORD SCHOOL
Ms. Shiela See
Director of Adolescent Programs

OXFORD SCHOOL
Mr. Henry Gornell
Director

OXFORD SCHOOL
Mr. Malcolm Griggs
Academic Director

PANAMA CANNAL COMMISSION

Mr. Fernando Manfredo
Deputy Administrator

Ms. July Baerg
Training Plans and Project Director

Mr. Ricardo R. Varela
Associate Director
Human Resources

PRIVATE VOLUNTARY ORGANIZATION

PATRONATO NACIONAL DE LA JUVENTUD RURAL PANAMENA
Mr. Franklin Oduber
Director, PANAJURU

SECONDARY SCHOOLS

INSTITUTO DAVID
Sra. Maritza de Palacios
Director

FELIX OLIVARIES CONTRERAS
Principal
Secondary School

INSTITUTO DAVID
Sra. Myrna de Miranda
English Coordinator

PRIVATE SCHOOL

INSTITUTO CULTURAL LIBRE AMERICANO
Sra. Lucrecin Herrera Cozzarelli
Director

PANAMA

EVALUATION OF ADULT ENGLISH LANGUAGE PROGRAMS

NAME OF PROGRAM	ADMINISTRATION	ELT QUALIFIED DIRECTION	FACILITIES	TEACHER PROFESSIONALISM		TEACHER ENGLISH PROFICIENCY	EFFECTIVENESS OF INSTRUCTION	ABILITY TO DESIGN AND IMPLEMENT CAPS PROGRAM
				PREPARATION	PERFORMANCE			
1. Florida State University Program	3	2	3	1	2	3	2	2
2. NOVA University ESL Extension Classes	1	3	1	2	-	3	V	1
3. Panama Canal College	2	1	3	1	2	4	1	1
4. Balboa YMCA	2	2	1	1	1	1	1	1
5. The Oxford School	4	3	2	3	4	3	4	2

LEGEND

1 - Not Satisfactory
2 - Satisfactory
3 - Good
4 - Excellent
- - Unobserved
V - Varied so much that generalization cannot be made
NA - Not Applicable

BELIZE

BELIZE

Background

Originally USAID/Belize declined the offer of services of an English language assessment team. English is the official language of Belize; virtually all schooling is provided in English, and scholars sent abroad for study in English-speaking countries have traditionally found no problem with the language. Belize's CAPS participants are expected to be equally proficient. However, the mission saw the availability of the assessment team in the area as an opportunity to examine other language-related problems which had arisen in discussions with Ministry of Education officials, and so later invited the team for that purpose. Thus the coordinator met with USAID/Belize and Ministry of Education representatives August 25-27 and the researchers spent four days in-country on September 5 and 11, 12, 13, making site visits to the northern area of Orange Walk and the southernmost region of Toledo in addition to meetings in Belize City and Belmopan.

The Language Situation

Claimed by the Spanish in the 1700's, Belize became a British colony in 1862 and gained its independence only in 1981. English, as Belize's official language, unites a population of about 154,000 multiracial citizens. More than half are of African ancestry; one fifth are of mixed local Indian and European descent; another fifth are pure Amerindian. The remaining ten percent includes Europeans, East Indians, Chinese and Lebanese.

Nearly half of the population, 47%, speaks Spanish as a first language. In most of the north and significant areas of the other regions, Spanish is the language of commerce, religion and family life, with English reserved for schooling and the print media. Television is also primarily a Spanish language phenomenon in the north, where Mexican transmissions are received more clearly than those from Belize City. Significant numbers of Salvadoran and Nicaraguan refugees, who began to arrive some seven years ago, form pockets of monolingual Spanish speakers in many rural areas.

Maya-Mopan, K'ekchi, Yucateca and Garifuna speakers make up a full twenty percent of the population, with especially large concentrations of Mayans in the south. Related to the Guatemalan highland dwellers, the Mayans are likely to speak Spanish as a second language, adding English as a third language only when they encounter the formal education system. Among the remaining population, the most common first language in Belize is not the national language, English, but Caribbean Creole, an English-based creole which follows grammatical and phonological patterns quite distinct from English. The official language, while spoken as a mother tongue by few Belizeans, promotes unity among a multilingual population and allows easy participation in world affairs.

Despite the fact that so few Belizeans speak standard English as a first language, it is the prescribed instructional medium throughout the Belizean school system. All texts are in English, and teachers are expected to use English--usually exclusively--from the earliest levels. Even in areas of homogeneous first language, such as the Spanish-speaking towns of the north and K'ekchi villages in the south, children enter schools where from the first day English is the medium of instruction. Their understandable language difficulty may be compounded by having native Creole-speaking teachers, who may be somewhat

less than totally proficient in English themselves. Thus a majority of Belizean children find themselves in the strange and complex linguistic environment of an unstructured "total immersion" language experience from their first day of class.

The implications of continued use of English as the sole medium of instruction have been explored by many investigators from both within and outside the country over the past decade. Arguments against the exclusive use of English focus on two areas: implied discrimination against certain ethnic groups and questions regarding the students' educational development. Language use is often a symbolic marker of membership in a social group, so there is concern that the school system's failure to accept a child's first language may lower self-esteem and possibly threaten the child's identification with others of the same ethnic group. Entering first graders may experience delayed development because the language they hear at school is initially unintelligible to them, setting them back academically as they are confronted simultaneously with a new language and pressure to develop reading and writing skills.

While many within the educational system recognize the inherent unfairness of teaching Creole, Spanish and Mayan-speaking children as though their first language were English, there is not complete agreement regarding what should be done. Some teachers understandably resort to communicating with the youngest Creole learners in their own language even when the administration may frown on the practice. While helping the Creole-speaking children, this only further alienates any Spanish or Mayan language speakers in the class who are likely to then fall behind the Creoles academically. A study done in one Spanish-speaking northern town showed that although 70% of the teachers sometimes used Creole in class, only 2% reported ever using Spanish.

Creole-speaking children immersed in an English-only environment face nearly as difficult a situation as the speakers of other languages. Although many words may already be familiar, the structure and pronunciation of the languages are very different, creating confusion and the feeling that the child's native language is bad.

Provision of bilingual education would be one response to the problem, a solution that is both politically difficult and very expensive in terms of materials production and teacher training cost. A second response, much less costly, less time consuming and without political implications, is the teaching of English as a second--rather than first--language to Belizean children who enter school not speaking the language.

The TESOL Project

The Ministry of Education, using USAID Primary Education Project funding, began a modest project in December 1984 to develop language learning materials specifically designed for limited English students. Called the TESOL program, it included a simple language survey in order to identify the magnitude of the language problems previously identified, a sketchy contrastive analysis of English and the major first languages, the drafting of a TESOL Reader and Skills Booklet, and teacher workshops planned primarily for the development of instructional materials. In spite of major constraints, the two persons assigned to the project managed in only eight months to compile a very creative selection of culturally meaningful stories written by children from each of the major ethnic

groups, to draft a pilot curriculum guide, and to hold several teacher training seminars. As a pilot project it was an unqualified success, but the time and funding allottment did not allow the TESOL project, which officially came to a close this September, to make a major impact on teaching throughout the country. In order to accomplish that, a much more extensive program will be necessary.

The assessment team met with officials from the Ministry of Education, observed schools in areas with strong ethnic minorities, and spent considerable time with the two persons in the Curriculum Development Unit of the Ministry of Education who are responsible for the TESOL project to discuss their draft of a proposal for further funding.

Together, broad parameters of an expanded TESOL project were defined for presentation to possible funding agencies, including AID. Major recommendations for development of a TESOL project which would have major impact on the Belizean primary school system follow.

Proposal Outline

Program goal: To raise the functional literacy rate and lower the early school leaving rate of ethnic minority children by providing them with effective instruction in English as a second language prior to its use as the medium of instruction.

Phase I

- Define and recommend a clear national policy regarding the teaching of ESL in the elementary schools, including a definition of terms and the grade levels at which the program will apply.

- Gather information on similar programs in other nations through resources such as books, curricula, syllabi, manuals, and study guides as well as general information on the teaching of ESL to children.

- Survey all Belizean primary schools to determine

  - number of entering speakers of each language
  - early school leaving rates by first language group
  - reading/writing competence by ethnic group at grade six
  - gross measure of teachers' competence in each major language

- Set objectives for English language development by grade level.

- Evaluate the extent to which the recently prepared TESOL Reader and Skills Booklet are being used and their perceived effectiveness.

Phase II

- Arrange for one person, earmarked for a future position as TESL teacher trainer at BELCAST, to do a master's degree in TESL in the United States or Britain.

- Identify and train a core of two primary school teachers from each district in TESL methodology during a summer institute, either in the U.S. or with U.S. instructors.

- o Draft written materials using members of the core of experienced Belizean primary school teachers who attended the above TESL institute.
  - an ESL curriculum guide/teacher's handbook for each grade
  - ESL learning materials for each grade

Phase III

- o Introduce the new curriculum guides and learning materials as a pilot project in the core group teachers' schools.
- o Hold in-service sessions at each pilot school to evaluate the effectiveness of the drafted materials and to collect additional ideas and material for incorporation, including visuals and other teaching aids.
- o Revise and print the materials.

Phase IV

- o Hold in-service training sessions in each district for all primary school teachers to:
  - Convey the nature and purpose of the ESL program
  - Encourage a mutual exchange of techniques teachers are already using to reach limited English speaking students
  - Introduce the new ESL materials
  - Train the teachers in effective ESL methods for children.
- o Design and implement a TESL course at BELCAST, ensuring that all graduating elementary school teachers have at least an introduction to the purpose and methods of teaching English as a second language to children.

Phase V

- o Use the survey conducted in Phase I on early school leaving rate by language group as a pre-intervention measure to determine the degree to which ethnic minority children are staying in school after the TESL program has been in effect for at least two years.
- o Use the survey conducted in Phase I comparing reading/writing skills by ethnic group to determine if the gap between ethnic minority and majority children has lessened after the TESL program has been in effect for at least two years.

BELCAST

An opportunity for providing an immersion English language experience to CAPS trainees at lower than U.S. cost exists in Belize. While there are no universities in the country, the Belize Center of Arts, Science and Technology, BELCAST, offers post-secondary instruction in several areas.

Since 1980 BELCAST has had a cultural and technical exchange with Panama through which BELCAST provides an ESL program for ten Panamanians who study with several possible objectives: (1) continuing studies at BELCAST, (2) studying in the U.S., or (3) returning to Panama to work. While the ESL program is currently primarily for Panamanians, other Spanish-speaking students do attend and BELCAST hopes to expand the program substantially in the future.

The intensive program lasts 38 weeks for a total of 1330 hours. Students study seven hours per day, five days a week. Four hours per week are devoted to listening comprehension, three hours to dictation, nine hours to an oral skills class described as survival English, nine hours to "core" English which encompasses all four skills, three hours to phonology (pronunciation exercises based on a contrastive analysis) and six hours to reading comprehension. Students are expected to do one and a half to two hours of homework per night consisting of written activities. In addition, the program sponsors outside of class ESL activities such as information-gathering exercises, cultural nights and field trips. Finally, students are boarded with English-speaking families. British texts are used exclusively, but American materials are being introduced with the second language newspaper from New Readers Press. The textbooks are followed closely with emphasis on drills and some controlled group work as suggested in the text.

Four teachers are employed in the program and they make extensive use of video and audio cassettes. The course coordinator, Mrs. Eve Aird, a former high school English teacher, is basically untrained in second language methodology but is aware of recent changes in language teaching and has constructed a viable and practical program.

Two options exist for using the BELCAST program for CAPS participants: 1) integrating individual trainees or small groups into the existing program, or 2) designing a major CAPS preparatory training program using the BELCAST facilities and staff. The course coordinator, Mrs. Aird, seemed amenable to either, but the Mission may find the first alternative more attractive, especially as an option for providing academic English to participants ready to begin a program when none other is available. By housing the participant with a Belizean English-speaking family in an urban environment where English is used very often, although not exclusively, a near-immersion experience could be obtained.

A large-scale immersion program could be designed for implementation in Belize City, run either through BELCAST or using the experience gained from their program. Several factors make Belize City a viable location:

- relative ease of student placement with English-speaking families, at an estimated room and board cost of U.S. $150 per month,
- availability of experienced teachers with excellent English, needing only TESL methodology training,
- available facilities, such as a centrally-located commercial or residential building, and
- absence of import restrictions on texts and other educational materials.

At least two factors mitigate against BELCAST as a viable option: the fact that it would probably not be acceptable to Guatemalans and its British orientation. These will need to be addressed. The latter can be changed through the use of American materials and the training of the teachers by American TESL experts. The former is more difficult, however.

BELIZE OBSERVATIONS

° Little Flower School Punta Gorda, Toledo	3 Observations
° San Antonio Roman Catholic School San Antonio, Toledo	3 Observations
° San Marcos Primary School San Marcos, Toledo	3 Observations
° Yocreek RC School Orange Walk District	3 Observations
° Libertad Methodist School Corozal District	3 Observations
° Buena Vista RC School Corozal District	3 Observations
° San Luis RC School Orange Walk District	3 Observations

BELIZE CONTACTS

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Charge D'Affairs
(Also in charge of USIA Affairs)

AID

Mr. Charles Jenkins
Acting Mission Director

Ms. Cynthia Franklyn
Training Assistant

Ms. Mary Ellen Tanamaly
General Development Officer

PEACE CORPS

Mr. Joe Lovingood
Co-Director

Mr. Louis Linde
Associate Director & C.O.

MINISTRY OF EDUCATION

Mr. Inez Sanchez
Chief Education Officer

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Education Officer, Toledo District

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Mrs. Lucy West
Acting Principal
Libertad Methodist School

Mr. Juaquin Boballa
Principal
Buena Vista School

Mr. John Augustin
Principal
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ROCAP

Background

The team visited the ROCAP offices in Guatemala August 21 and 22, discussing the regional CAPS plans with Ed Nadeau, Acting Director of ROCAP, and Elaine Brineman, Health and Nutrition Officer. Several hours were spent at a ROCAP supported school in Honduras, the Panamerican Agricultural School, on September 3. The team also expected to see the Central American Institute for Business Administration (INCAE), in Costa Rica, but it was impossible due to the unavailability of key personnel there at the time of the team's Costa Rica visit.

CAPS Plans and Priorities

In addition to the Central American Peace Scholars sponsored by each individual mission, AID's Regional Office for Central America and Panama, ROCAP, expects to provide short or long term U.S. training for over one thousand participants during the five year period. Focused on staff and faculty of national training and educational institutions, especially those serving low income clients, the scholarship program will supplement the institutions' training capabilities in three critical development areas:

- o vocational agriculture
- o health and nutrition education
- o business and public administration

Toward this goal, ROCAP will work closely with several of the regional training institutions it has supported in the past, combining their local expertise in addressing Central American development issues with specialized training in the U.S. for the participants, drawn from low income groups where possible. Institutions involved include:

For agriculture:

The Tropical Agriculture Research and Training Center (CATIE), and the Panamerican School of Agriculture (EAP) in Zamorano, Honduras

For health and nutrition education:

The Nutrition Institute for Central America and Panama (INCAP), in Guatemala City

For business and public administration:

The Central American Institute for Business Administration (INCAE), in Alajuela, Costa Rica

The focus on these regional institutions should strengthen training capabilities throughout Central America and Panama through the linkages that are developed between national, regional and U.S. institutions, producing a highly desirable multiplier effect.

ROCAP expects soon to appoint a U.S. direct hire program manager to assume responsibility for more detailed planning and implementation of the regional CAPS program. Closer coordination between ROCAP and the person responsible for the CAPS program at each Central American mission is planned to avoid duplication of efforts.

Plans for English Language Preparation of Regional CAPS Scholars

The ROCAP plans for a regional CAPS program, in contrast to the plans of some of the bilateral missions, make specific reference to the question of participant language training needs. In addition, ROCAP seems to understand the potential of English language instruction for contributing toward the larger goals of the CAPS program, in addition to providing skills necessary for effective U.S. study. ROCAP's plan states that:

> "English language instruction will be an integral part of short term training. While the immediate objective of thisinstruction will be for participants to attain a minimum level of English proficiency, the overall objective will be to improve the participant's understanding of the United States."

Plans for short termers include continued English instruction during the U.S. based training component as well, since reading assignments may be in English even though lectures are given in Spanish. Long term scholarship recipients, of necessity, will be given more extensive training, with the possible use of a binational center, private institute or university mentioned in the plan. Remedial or transitional academic coursework is also identified as a possible component of preparatory training. Orientation programs are planned as part of the English language training, as a requirement during U.S. training, and as a formal presentation to be developed and given by ROCAP prior to participants' departure. It is assumed that both cultural and administrative orientations are included in this plan.

Recommendations for English Language and Cultural Orientation

The team recommends a two-pronged approach to meeting the needs of ROCAP participants in the CAPS program. The first approach is to strengthen existing English language programs at the regional institutions in order to enable them to provide the basic English and Orientation to American Culture needed by short term participants. The second is to establish an intensive English language training center at the Panamerican Agricultural School in Zamorano, Honduras, in order to provide candidates for long term degree programs with the more extensive English language and academic study skills preparation they will need.

The three regional institutions through which ROCAP plans to upgrade health, agricultural and business administration training capabilities within the region all have English language programs of some type. They range from the informal short, ad hoc, often medically oriented courses at INCAP to the four hours a week of ELT required at Zamorano. The team's assessment of the language and orientation needs of CAPS short termers and recommendations for the content of a program to meet those needs have been described in another section of this paper. Such a program could conceivably be implemented at the regional institutions themselves rather than through a separate organization. English language

and orientation for short termers, usually no longer than two weeks of training, could be added to the preparatory training already scheduled at the institutions, either concurrently with the other courses or in an intensive format following the training. In those cases where the participants enter with a higher than basic level of English proficiency, likely to be frequent at some institutions, their English training might be focussed on particular needs such as reading technical literature. In order to avoid duplication of effort, ROCAP staff should investigate the bilateral missions' CAPS plans for short term groups, especially in Costa Rica, where private institutes may be training other CAPS groups; it might be more cost effective to use those programs than to establish a separate program at INCAE.

Zamorano

The Panamerican Agricultural School, EAP, is a private autonomous regional college (secondary school) for agricultural education serving a highly select population of students throughout Latin America. Funds from private corporations and international agencies, including AID, have supported the institution since its establishment in 1941, and allow the school to award an automatic half scholarship to every student from endowment funds. Of the more than 2,000 graduates of the school, more than three-quarters go on to higher studies in U.S. institutions at some point in their career. Consequently, English plays an important role in their training. Most of the texts used are in English, and up to half of the coursework is in English, since many of the native English speakers on the faculty deliver their lectures in English.

The current program at the school requires four hours a week of ELT during the first and second years. The program is run by two British citizens and British materials are used.

The team was unable to observe classes in session in order to determine methodology or the effectiveness of instruction. Since nearly half the student body arrives already proficient in English (graduates of bilingual secondary schools, English in the home, etc.), it is not surprising that some 75% are able, on program completion, to enter U.S. academic situations without further language preparation. On the other hand, four hours a week is scarcely sufficient for those students arriving at the school without prior ELT preparation.

The Dean of the school, Dr. Jorge Roman, is interested in offering an intensive preparatory program for students planning to enter Zamorano or U.S. university degree programs. He envisions a heavy academic program combining English, mathematics, natural sciences and study skills in a serious residential environment requiring intensive study. The outstanding facilities and atmosphere at Zamorano would be very conducive to such a program. If it were made flexible enough to accommodate those CAPS scholars whose primary need is five or six hours a day of English, and if time could be scheduled during the meal and evening hours, to provide opportunities for structured activities which promote language acquisition, such a program could be a very effective alternative to sending CAPS participants in the ROCAP groups directly to the United States.

ANNEXES

Statement of Work

English Language Assessment in Central America

Background:

An explicit goal of each USAID mission in Central America is the development of effective English Language teaching. Improved language competence would facilitate AID's ability to recruit socially and economically disadvantaged individuals throughout the years of the Central American Peace Scholars Program (CAPS); and will greatly enhance the future development of the United States' relationship with the region in the areas of education, trade, development and diplomacy. The assessment now proposed will produce information which each mission can use to determine how it will address language training for Peace Scholars, and in what ways it will seek to strengthen in-country English Language Training Programs.

Objective:

The purpose of this proposed assessment is to describe the general status of English Language teaching in the countries of Central America, as a first step in developing programs to strengthen in-country language instruction, in the following areas:

- Public and private elementary and secondary schools and universities including the American School
- Commercial language schools
- Binational centers
- Technical institutes
- Business or industrial training programs
- Media instruction (TV, radio, print)

This would include a description of programs, kinds of materials and test instruments used, methodologies, teacher preparation/education, the focus of the language instruction (e.g., reading, speaking, etc.) and the numbers of students enrolled and general assessment of the program's quality.

Specific project objectives would be as follows:

1. To identify English language requirements which might be met through:

   (a) Development of specialized programs or materials

   (b) Provision of additional materials or assessment instruments.

   (c) Teacher training

   (d) Linkages with other institutions, in-country, within Central America, and between Central American, U.S. and other institutions in the region.

2. To identify the range of English language proficiency of currently enrolled students in selected programs in terms of listening, speaking, reading and writing skills and general capability of the program to prepare students for studying within an American university.

3. To identify the resources available to AID within the English language teaching community and the availability of English language instruction for potential scholarship recipients in-country, considering:

   (a) Urban and rural areas

   (b) Male and female students

   (c) Socially disadvantaged and economically disadvantaged individuals

   (d) Different ethnic groups/linguistic groups

4. To describe the general programs of English language instruction currently offered, including descriptions of:

   (a) Curriculum outlines and texts

   (b) Other materials

   (c) Teacher preparation and methodology

   (d) Assessment instruments

   (e) Use of technology (labs, media instruction)

   (f) Special use, and intensive programs

5. To describe teacher education programs for language teachers.

6. To identify the areas in which English language is used within the country and its perceived importance within these areas.

7. To identify ways in which Central American countries might share their resources; for example, in program outline or materials exchanges, joint teacher development institutes, combined secondary and tertiary development programs, etc.

Contract Length:

The contract will be for a period of 90 days.

Scope of Work:

The contractor will be responsible for the following general procedures:

1. To meet with individuals/organizations to collect data about general English language training/education and needs/problems to include:

   (a) U.S. government officials

   - USAID
   - USIA
   - Peace Corps

   (b) Host country government officials

   - Ministries of Education and Culture
   - Language teaching/education officials

   (c) Educators

   - University language program administrators and teachers
   - Secondary school language administrators and teachers
   - University teacher educators
   - Binational Center staff

   (d) Commercial language programs

   (e) Classroom teachers and students at all levels

   (f) Training officers and administrators of English language instruction programs offered within the private sector.

2. The contractor would also visit classes as a sample of public and private secondary and tertiary institutions, including commercial and business or industrial training programs.

   During this time, a variety of materials would be collected or revised, including:

   (a) Curriculum outlines

   (b) Classroom texts and materials

   (c) Other general information about the program and the particular goals/problems

English language scores from commercial tests -- ALIGU, Michigan, TOEFL, or other (test of spoken English, etc.) as well as of locally prepared tests would be collected.

Performance Requirements and Documentation

Upon completing performance of the contract, the contractor shall submit:

1. A draft report which will include a series of conclusions and recommendations for each country.

2. Preparation of a final report with individual country profiles and a series of general, regional conclusions and recommendations for developing local and regional approaches to English language training which maximizes the resources of each country for presentatin to LAC/DR/EST and Central American missions. The Report will include a list of key individuals in the English language field of each country.

Miscellaneous:

1. The contractor will be responsible for carrying out the study with minimal mission support. However, the following assistance prior to contractor arrival would facilitate efficient completion of the task:

   (a) Preidentification of principals, denoted above

   (b) Appointment schedules

   (c) Assistance with identifying outlying areas which should be visited

2. Prior to departure, the team will meet with USIA and Peace Corps to review country-specific information and discuss the status of English language instruction in Central America. The team will inquire and report on USIA's plans related to indigenous English language instruction in its Central American Program and about possible Peace Corps collaboration by country.

INSTITUTIONS WITH PROGRAMS LEADING TO THE DOCTOR'S DEGREE IN TEACHING ENGLISH AS A SECOND LANGUAGE

University of California at Los Angeles
Georgetown University
New York University
University of Pennsylvania
Rutgers University
University of Southern California
Teachers College Columbia University
University of Texas at Austin

INSTITUTIONS WITH PROGRAMS LEADING TO THE MASTER'S DEGREE IN TEACHING AS A SECOND LANGUAGE

American University
University of Arizona
Arizona State University
Ball State University
Boston State College
Boston University
Brigham Young University
University of British Columbia
University of California at Davis
University of California at Los Angeles
California State University at Fresno
Central Connecticut State College
Colorado State University
Concordia University
Cornell University
Fairleigh Dickinson University
University of Florida
Florida International University
Georgetown University
University of Hawaii
University of Houston
Hunter College
University of Illinois
Indiana University
Inter American University
School of International Training
University of Iowa
University of Kansas
Kansas State University
Kean College of New Jersey
McGill University
University of Michigan
Michigan State University
University of Minnesota
University of Nevada at Reno
University of New Hampshire
University of New Mexico
New York University
State University of New York at Albany
State University College at Fredonia
State University of New York at Stony Brook
Northeastern Illinois University
University of Northern Arizona
University of Northern Iowa
Ohio University
University of the Pacific
University of Pennsylvania
University of Pittsburgh
Portland State University
Rutgers University
St. Michael's College
San Francisco State University
San Jose State University
University of Southern California
Southern Illinois University
University of Southern Mississippi
Teachers College Columbia University
Temple University
University of Texas at Austin
University of Texas at El Paso
Univeristy of Utah
West Chester State College
University of Wisconsin at Madison
University of Wisconsin at Milwaukee

INSTITUTIONS WITH PROGRAMS LEADING TO THE BACHELOR'S DEGREE IN TEACHING ENGLISH AS A SECOND LANGUAGE

Brigham Young University-Hawaii
Central Connecticut State College
Concordia University
Goshen college
University of Hawaii
Montclair State College
University of New Mexico
New York University
Northeastern Illinois University
University of Northern Iowa
University of the Pacific
University of Puerto Rico
Queen's University
Southern Illinois University
University of Southern Mississippi
University of Texas at El Paso
Westfield State College
University of Wisconsin at Milwaukee

INSTITUTIONS WITH PROGRAMS GRANTING A CERTIFICATE IN TEACHING ENGLISH AS A SECOND LANGUAGE

American University
Brigham Young University
University of California at Los Angeles
Carleton University
Concordia University
George Brown College
Georgetown University
Goshen College
University of Michigan
Montclair State College
University of Nebraska at Omaha
Portland State University
St. Michael's College
University of Toronto
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